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## DR. MUNSELL ON CO-EDUCATION.

ARGUMENT DELIVERED BEFORE THE STATE TEACHERS' ASSOCIATION, AT PEORIA.

*Mr. President, Ladies and Gentlemen of the State Teachers' Association:*

At the invitation of your Executive Committee, I appear before you this afternoon to present to you the results of my personal experience and investigations in reference to the great problem of the co-education of the sexes, which now deservedly commands so large a share of the consideration of thoughtful minds.

While I am constrained by my clearest personal convictions, based upon years of actual trial of both the mixed and separate systems of education, to dissent from the positions taken by my friend, Dr. Edwards, I am not Quixotic enough to imagine that I can stay the tide of popular opinion that for years has been setting in; in favor of the co-education of the sexes: nor do I desire so to do, were it in my power, until the experiment has been fully and fairly tested upon its merit.

I trust that it is needless for me to add that I have not come to oppose, in any sense, the just claims of the daughters of our land to an education, as full, as comprehensive, and as complete, as that which is awarded to their brothers or future husbands. Nor yet have I come to oppose the new system, simply because it is new; my tendencies are not naturally conservative; and in fact, I was for years, in the outset of my career as a teacher, an enthusiastic advocate of the system which personal experience, observation and investigation constrain me now to oppose as unphilosophical and unwise.

The question, as I conceive it, and propose to discuss it, pertains exclusively to education in our colleges and universities, and not at all to our common, our graded, or our Normal Schools, nor yet to our academies and seminaries of learning. In all of these the studies to be pursued are such as lie at the foundation of all genuine education, and are, consequently, on any rational theory, equally appropriate to both sexes. The real question involves two complementary and mutually dependent queries; namely:

First—Do men and women need precisely identical educations? and,

Secondly—if they do, are the best results attained by co-education in our colleges and universities, or by the separate system?

Waiving all preliminary definitions of terms, we remark, That no system of education can claim to be either philosophical or practical that is not based upon an adequate comprehension:

First—Of the nature of the being to be educated.

Second—Of the sphere of action for which education is designed to prepare the subject; and,

Third—Of the relative economic advantages of the various systems by which the desired end is sought.

It is obvious, in the first place, that identity of nature, physical, mental and moral, indicates *a priori*, the propriety of identity of education; and that diversity of nature rationally demands diversity of culture. In the second place, it is equally obvious that the identity of the spheres of action in life, for which education is a preparative, demands identity of culture, and *vice versa*, that diversity of aims in life demands diversity of education. These principles are so completely axiomatic and self-evident that discussion is superfluous; we may, therefore, pass at once to inquire

I. Into the identity or diversity of the male and the female mind.

Here we are met by a simple, direct, and decisive question—a true *experimentum crucis* in this controversy, namely: Is there anything in the mental or spiritual nature of human beings corresponding to the distinction of sex in the physical nature? or stated more briefly, is there sex in mind, as we know mind in this life, or is there not? This, the advocates of co-education must logically deny, and this we unhesitatingly affirm.

The issue thus raised must be tested in the light of consciousness, reason and experience, and their decision, fairly rendered, must be final.

But reason, when interrogated, *a priori*, clearly teaches that relations so fundamental and so momentous as those of sex must determine correspondingly diverse and complementary mental natures, developed in conformity with the necessities of those physical relations, and must therefore determine or produce correspondingly radical diversities in the male and female minds. Admitting, therefore, all that the most radical advocate of woman's rights can claim, who condescends still to recognize the fact, that our mothers, sisters, wives and daughters are *women*, and not merely *men* in petticoats, the fact still remains unimpeached and unimpeachable. That the normal relations of husband and wife—of father and mother—and of the man and the woman in legitimate society, demand a corresponding di-

versity in their intellectual, their emotional, and their voluntary nature, a diversity which it is the office of true education to develop and strengthen; and not to obscure or obliterate.

The testimony of consciousness, as it is developed in the individual man and woman, abundantly confirms the opinion as do the teachings of reason, and fully justifies the artifice attributed, by an old oriental tradition, to King Solomon, who when called upon to distinguish between the boys and girls in a group of little children all habited alike, ordered a basket of doll-babies, on the one hand, and one of hobby-horses on the other, to be brought in, whereupon every girl seized a baby, and every boy mounted a horse, and the riddle was solved.

While enthusiastic theorizers affirm the identity in all respects, of male and female mind, none more readily than themselves recognize the fact that certain forms of mental development are essentially masculine; and that certain other correlative developments, are just as essentially feminine, or, if the term be preferred, womanly. I cannot consent to say essentially "lady-like," for God made woman and taught man to love her, but I doubt that it were little less than sacrilege to ascribe to Him, the origin of our modern ladyhood. There is a world of philosophy and of argument in the spontaneous utterances of the common consciousness of humanity, but its testimony to the reality of the distinction we affirm between male and female mind is decisively marked by the scorn and disgust which it manifests towards a masculine woman and a womanish man.

Time does not permit us to enter into any accurate psychological analysis of the radical points of difference between the male and female minds; a few of the more patent may, however, be indicated.

On the side of the intellect, it will be found that while man excels in the strength, woman correspondingly excels in the delicacy and perfection of her perceptive faculties. In memory she equals him—in imagination, that most beautiful of all the faculties of mind, she excels him. In man, the logical or discursive judgment predominates; in woman, the intuitive or spontaneous reason. She decides more swiftly than he, and, ordinarily, not less correctly; but if the two were severally called upon to give the reasons for their decisions, the man would be far more likely to render a correct analysis of his mental processes. Hence it is that we so often hear intelligent women say, when pressed to render the reasons for some position they have decidedly taken: "I know I am right, but I cannot argue with you."

Man delights in abstract, metaphysical, and logical discussions; woman in concrete presentations of the true, the beautiful and the good. The one revels in the midst of cold abstractions and in the more rugged fields of thought; the other in the realms of imagination and the world of beauty. Do you ask me, then, which is the superior intellectually? I answer, "Both, and neither." As well

might you ask me to compare the mountain pine, in its rugged strength, with the beautiful and fruitful olive tree, and tell you which excels.

On the side of the sensibilities and the moral nature, the diversities between the male and the female mind are so marked and obtrusive that it were idle and impertinent to stop to enumerate them here, did time permit. He who doubts needs only to consult the comparative registers of our churches and prisons, of our Temperance lodges and our bar-rooms, in order to find ample demonstrations of the diverse mental developments of the sexes, in the sphere of the sensibilities and the moral nature.

There would seem, then, to be no escape from the conclusion that there is a radical diversity—not inequality—of mental development in the man and the woman, corresponding to their sexual relations, or, in other words, that there is sex in mind. One striking fact of psychologic history, strongly confirming the views here presented, should be noted, namely: where either a man or a woman strikingly departs, in physical organization, from the normal type of his or her sex, and approximates to the type of the opposite sex we instinctively look for, and expect a corresponding variation and approximation in mental development.

II. We pass to inquire into the normal identity and diversity of their natural spheres of action in practical life.

Do reason, consciousness, and the experience of ages, teach that the natural and rightful spheres of thought, activity and labor of the man and the woman—the brother and sister—the husband and wife—are identical or diverse? In answer to this query, it would seem that the wildest theorizer must concede that their physical organisms, their mental aptitudes, and their natural tastes, alike fit them for diverse, but complementary spheres of action. What those several spheres are, it matters not to the issue to-day to determine: we have to do simply with the fact, and that is indisputable, that they are diverse, and not identical. The good old book tells the whole story where it says: "And the Lord God said, 'It is not good that man should be alone; I will make an helpmeet for him.'" Woman, in God's purpose, is man's companion and helpmeet—not his toy, or his slave; but he little comprehends the philosophy of human nature who does not recognize the fact that harmony of companionship, like harmony of colors, is found in complementary and not in identical elements. It is, of course, not denied that at times, the sexes may engage in like occupations, under like conditions. The woman may, and alas! sometimes must, go forth and labor in the fields and highways; but it is an abnormal necessity and not a natural or desirable condition or organization of society which leads to such facts. So, on the other hand, a man may aspire to be a chambermaid, a milliner, or a dress-maker, but the relations are similarly incongruous.

Generally and normally, it is the lot of the man to lead in the rugged battle of life, overcoming and subduing the

stern forces of nature and making them subservient to his use and pleasure; and for this, his stronger and more rugged physical and mental natures fit him; while the complementary sphere of the woman is the home, which it is hers to prepare, to adorn, or, in a word to constitute, and thus make herself the centre of the purer, nobler, higher life of the man. Truly it is not good for man to be alone; and a state of society like that in California, in the midst of the first mad rush for gold, when man struggled with man and with the forces of nature, day after day, with no home to turn to after the hours of labor—no companionship but that of men, cold, hard and grasping as himself—with none of the genial, softening, humanizing power of woman—is, and ever must be, disastrous to virtue and destructive of every better and higher impulse of his nature; yet the theory of the co-education of the sexes illogically ignores these principles, when it asserts the normal identity of the male and female minds, and claims for them an identity of culture and development utterly unfitting them (by unsexing woman,) for that harmonious companionship for which God designed them.

III. We remark, that intrinsic diversity of mind, and diverse normal spheres of action in life, both logically and philosophically demand diverse but co-ordinate and co-equal culture. From this conclusion the common sense of community will permit no escape, save by the explicit denial of the premises; hence the frequent sneers and gibes that fill the speeches and pages of a certain class of would-be reformers about "sex in mind;" but none the less the fact remains, and our opponents must face it squarely, that the physical, the intellectual, and the sensitive natures of the man and the woman are diverse, and were, in the Divine purposes, adapted for diverse but co-ordinate spheres of action in life. The resulting conclusion or corollary, therefore, is inevitable, that their several educations should be correspondingly diverse. The only rational issue that would seem to be possible is, at what point should this divergence begin? The answer, in general terms, is both logically and philosophically easy, namely: at the point where the divergence of natural development and the wants of their special spheres of action begin to manifest themselves. It is obvious that this does not occur in the earlier stages of education,—in the home circle—in the common or graded school,—or in the academy or Normal school—it is only when education begins to reach the higher faculties of the mind, and the more abstract forms of mathematics present themselves, that the signs of this divergence appear, and the average woman's mind instinctively turns to those complementary studies which adapt themselves better to her tastes and wants. This point of divergence may be fixed with sufficient accuracy for present purposes at the beginning of the Sophomore class in a full college course, and it is the imperative demand of political economy on the one hand, and of common sense on the other, (if these principles or facts be conceded,) that from that

point, their education should be independent and, of course, in separate schools. It is true that the zealous advocates of co-education *par excellence* are wont to say, when forced to face the fact, which the most erratic cannot deny, that the education of the sexes must diverge at some point: "Let them have one school, but independent classes;" but I respectfully submit that that is not co-education in the sense of the question we discuss; and if it were, that co-education is a sham and a cheat.

We have here reached the very citadel of our opponents' position, viz: the asserted mutual restraining and educating power of the two sexes when brought face to face in the same chapel and recitation rooms—an assertion, by the way, which can be true only on condition that the mutual natures of the two sexes are diverse and not identical, but this is a concession which would be fatal to our opponents. But however this may be, and conceding the existence of this power, we simply reply that the scheme of co-education is but a clumsy, artificial substitute for nature's better order, in which this mutual education of the sexes is provided for, in the family and the social circle. But it will be said: "That this is not practicable in our boarding schools, and that these, therefore, should be mixed schools." I admit the force of the objection, and I would, therefore, have no boarding schools as such.

After years of as close observation as I am capable of making, I wish to record here my deliberate opinion that the whole system of boarding schools is unnecessary, unnatural, unphilosophical, and evil in its tendencies.

But we have to do, on the present occasion, with mixed schools as such, and not with boarding schools distinctively considered; and we here distinctly enter our protest against the assumption of the home-like character and influence of such schools. That would be a strange home circle where the social intercourse of the inmates of the family was regulated by such laws and rules as are found in all well managed mixed schools, of which your speaker has any personal knowledge. Any system requiring so many checks and guards must involve radical error in its inception. Again, bearing in mind our initial limitation of the question to our Colleges and Universities, where the students meet only in recitation room and chapel, and pursue their studies at their private rooms, (which should always be in private families,) it is difficult to see the reality of the advantages claimed on the point of social culture and moral discipline for mixed schools. Careful observation for years of both classes of schools has fastened the conviction upon my mind, that mixed schools possess no such relative advantages in this respect, as their advocates claim for them, where the comparison is fairly made, not as between them and monastic boarding schools on the separate system, but with separate schools on the natural system, where the scholar finds a home and genuine social culture in the bosom of a true, and not of an abnormal family, such as the mixed school presents. Again the argument for co-

education at this point if it proves anything, proves too much, since it were just as rational to demand the presence of both sexes in the law, the medical and the theological school, as in the college; nay, more, to insist upon their presence with the apprentice in the shop or the foundry. Common sense teaches that they should be associated in training schools of any character, whether educational or mechanical, just so far, and no farther, than they need identical culture. Tried by this common sense law, our opponents are compelled either to affirm both the identity of male and female mind and the identity of their normal spheres of action in life, or to abandon their claims for the co-education of the sexes in our colleges and universities.

Again, the complementary question of the comparative thoroughness and comprehensiveness of the relative cultures attained by the mixed and separate systems must not be overlooked. On this point, the conclusions reached, First—from a comparison of the results actually attained in my personal experience as a teacher; and, secondly, from a comparison of observed results in schools of the same grade, based upon the two systems, severally, are decided and uniform.

First—In my personal experience, in a mixed school, in which I entered upon the experiment an earnest advocate of the doctrine of the normal identity of male and female mind and, of course, of their strict co-education, I discovered two tendencies unmistakably manifested, namely:

1. The ladies, in every case, determined the standard of scholarship in the classes and,
2. That standard sensibly declined, when, in their course of study, they passed the point at which (as I have previously indicated,) their natural aptitudes and tastes diverged.

The statement so frequently and so vauntingly made, "that the ladies hold their own with the gentlemen in the higher classes, accords strictly with my own experience; but the complementary fact that the gentlemen, in such cases, measure up to their own legitimate standard, does not, unfortunately follow. Two cases, precisely in point, here occur to memory. In the first, an earnest, talented young lady led her class to the point I have named; after that her standard of excellence sensibly declined. I plead with her, but in vain, to secure better results, and finally asked her, "Ellen, why this falling off? Can you not master these higher and more abstract studies?" "I can," she replied, "but they do not interest me; I cannot feel that they are what I need or want." In the second case, in the same class, I asked a question of the ladies of the class, which they all failed to answer. I passed it to the gentlemen, one of whom I knew could answer it, and they blundered in like manner. I asked the gentleman referred to, privately, the reason. He replied, "I did not want to mortify the girls, who were working themselves almost to death, to take the honors of the class." You will say, perhaps "He was a soft-headed ladies' man." Not so. He rarely

waited upon the ladies, or entered the social circle, but he was a noble-hearted, chivalric gentleman. The assertion: "That the ladies in our mixed colleges hold their own with the gentlemen in the higher and more abstract studies," is true as a rule, only at the sacrifice of the normal degree of excellency to which such classes should attain. This conclusion, based upon my personal experience as a teacher, has only been confirmed by the results of as careful observations as circumstances have permitted me to make, into the results attained by colleges of equal rank, conducted on the separate and mixed systems respectively. The result of my investigations has been to revolutionize my views of the whole question, and to fasten upon my mind the conviction that our Colleges and Universities should be organized on the separate system.

I would not have the courses of study in our ladies' colleges by one day, or one jot, less thorough, philosophical or complete than that of their brothers or future associates and husbands. I would make them in all respects equal to the best universities in our own or in other lands, but I would not have them guilty of the absurd attempt to contravene the teachings of consciousness, reason, revelation and experience, by seeking to obliterate rather than develop and perpetuate those natural diversities of aptitudes and tastes, fitting the sexes respectively for the several spheres of labor and action for which God designed them.

I regret that the brief time allotted to me (thirty minutes) forbids my replying directly to the able argument of Dr. Edwards, as well as precludes me from discussing other phases of the question which merit careful consideration. As it is, I can only commend the problem to your candid consideration, and, thanking you for your patient attention, take my seat.

Illinois Wesleyan University, Dec. 26, 1868.

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#### OUR STATE SUPERINTENDENT OF INSTRUCTION.

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Dr. Bateman, the accomplished head of our Educational system, has long enjoyed the unbounded confidence of the teachers of the State. And his reputation in other States has been, and is, no less enviable. It is quite generally conceded that since the days of Horace Mann, no abler or more devoted officer has ever administered the educational affairs of any State, than he who is now at the head of our own system.

And this is surely high praise. Illinois is a new State. Its educational policy is a thing of recent creation. Only within a few years has the public attention been favorably centered upon it. Not many years ago free schools were to the last degree unpopular in Illinois. Occasionally we hear, even now, a faint reverberation,—a sort of dying echo,—of the hostile utterances of former times. Occasionally we see, even now, a politician so unwisely fossilized as to run for office on the old anti-educational plat-

form. Formerly this was the road to power and distinction: now the "platform" has a "drop" in it, and belongs to the political gibbet.

Of course a system established under such circumstances could be only partially copied from older States. Neither Massachusetts nor New York could in detail be imposed upon the people of Illinois. Western men have marked peculiarities. They are not disposed to copy old systems, however successful these may have been elsewhere.

And the wonderful success of our Free School enterprise demonstrates the wisdom of the men who built it up,—a wisdom exhibited not merely in adaptation, but often in original conception.

Among these men Dr. Bateman certainly stands pre-eminent. He was in the ranks doing faithful and true service, when the first assaults were made upon the ancient prejudices. From that day to this, with a single interval of two years, which were given to the country during the darkest days of the rebellion, he has been a trusted leader in the educational host. And to-day he occupies the highest post, not merely on the educational muster-roll, but also in the confidence and esteem of all true friends of universal culture.

Nor, as we have said, is his reputation confined to Illinois. It is abundantly recognized by the ablest educators everywhere. The present writer has in his possession letters from eminent men, east and west, who unite in pronouncing his late Report the ablest that has appeared for years. Says one of these, "The ablest School Report that has come to our table within two years past, is the Biennial Report of Superintendent Bateman, of Illinois, for 1867-8. It not only discusses a large number of the important subjects connected with the educational interests of the State, but the discussion of each topic shows a comprehensive grasp of its fundamental principles, and a familiar acquaintance with its practical details and issues. Its views and conclusions commend themselves as the joint results of a wide experience in school affairs, and of profound and earnest thought and investigation." One of the most honored of the educational men of Massachusetts says: "Dr. Bateman, whom I have never had the good fortune to meet, writes admirable reports. His exposition of the Illinois system of schools is capital. I have it in my mind now, clean cut." And so we might continue to quote.

Of such a man, we of Illinois may well be proud. Long may he continue to stir us by his eloquence, to instruct us by his wisdom, and to guide us by his official counsel.—X.

#### A COUNTRY SCHOOL AND SCHOOLMASTER.

ALICE C. CHASE.

I am a philosopher, and, consequently, I have theories. But, strange to say, although I believe this experience in philosophizing is not confined to my ease, I do not always

find my theories borne out by facts. Still it is pleasant to have theories, for facts will occasionally fit into them very nicely. I had one pet theory, before I met this country teacher, which I held in scornful defiance of Gray and others of the past. I did not believe that a man was ever fit for a high place, but he went there by a law in moral gravitation.

There are not, and there cannot be, mute Miltos and Hampdens. An eternal law has decreed that Milton's voice cannot be hushed. God has willed that he sing the music of his soul for listening worlds and no influence of man or circumstance can prevent it. Whether Hampden live in peaceful or troublous times, his brave, strong voice must ring out in defiance of oppression and wrong. "A stone that is fit for the wall is *never left in the way*." Water finds its level, so does moral and mental worth in man or woman.

This theory comforted me much; it saved me from more than one heartache and pang, when I was not as successful as I wished. In fine, if I was unnoticed and disregarded down at the foot of the social ladder, I was consoled by the thought that I belonged there.

I had been searching for the Geyeri, a species of Euphorbia, rare in the western States, but which I had been told could be found in Southern Illinois. I had scrambled through underbrush that was impenetrable, had waded creeks that were fordless, and clambered over innumerable horrid, rocky, and steep little hills, in vain, until my patience was quite worn out; and at last, after emerging from a fearful forest, where the low-hung grape-vines looked ominously at me as though their great loops were awaiting my head, and I really feared, more than once, that stern Justice would compel me to expiate my many misdeeds before I was ready to do so, I paused, physically and morally exhausted.

But, here, although I did not find my Euphorbia, I found something that interested me much more,—not a vegetable, but a moral phenomenon. On the brow of a hill, some hundred rods distant, I saw a brick building. It was not a very large building, and its regular rows of windows, and general prim, square contour, relieved me instantly from the need of wondering about it, for it was, unmistakably, a school-house, and I forthwith turned aside and advanced nearer, to see this great sight in the wilderness. Above the sharp-pointed, gable porch-roof, that sheltered the front door, were two oddly shaped windows. These had a genial look as of two great eyes that winked and blinked at me, and the sharp gable just below them, I fancied a nose, to help out the human metaphor.

The house stood, as I said, on the brow of a hill, overlooking the river bottom, with its close underbrush, its tangled glades. Behind it stretched a smooth, unbroken lawn, beneath, grand old oaks, and here and there among these oaks, I could see neat, white houses, or larger and

handsomer edifices of brick. The ground, near the school-house, was covered with thick, short-cut grass, but close to the building were several nicely kept gardens, full of flowers, and over a little lattice arbor, that I now saw behind the building, were beautiful vines trained.

During an acquaintanceship of several weeks with the school, I learned the secret of these Gardens and Vines, and their use. Each class in the school owned a flower-bed, and the pupils who stood first in their respective classes each took charge of one of the vines, and it was really quite delightful to note what sources of happiness these flowers were to the whole school.

After an admiring survey of the whole of the outside premises, on this, my first sight of them, I entered this academy of learning. Within were about forty pupils, of all ages and aspects, who were seated on rough pine seats before small desks, and at the farther end of the building sat the master. He had a chair, and a neat table before him. The pupils looked at me in surprise as I came in, but a word from their instructor and the wandering eyes returned to their duties, and I seated myself at my leisure to observe room and teacher. The walls of the room were well hidden, on one side by the blackboard, on a second by maps, large ones and small, and on the third, the one behind the teacher, there were seven or eight pictures nicely framed. Several photographs of great men, a chromo-landscape, two engravings and, above all, a beautiful copy, in line, of the Madonna in the Chair.

The teacher rose to call attention to some work on the black-board, and I then eyed him closely, and already with a great degree of interest.

He was a very tall man, out of all proportion in length, every part of him, his legs, and arms, and body, were all loose-jointed, as it were poorly put together, and one's first thought could not but be : "How easily he could be shaken to pieces." He was not young, his hair was quite silvery, and he had a stoop in his shoulders, that was quite pitiful, for joined to the ordinary sad expression of the man, he seemed always to be bowed down to the earth with a burden that he could not raise. The stoop was partly occasioned, I saw afterwards, by the fact that he was very near-sighted. Under his silvery locks, a broad, white forehead was noticeable, and beneath his overhanging eyebrows, shone a pair of the softest gray eyes ever seen. Clear, bright, full of animated thought, these eyes would talk, "so that one could almost hear them." I afterwards heard one of his pupils say, and I, myself, saw that an order given with his eyes, was obeyed as conscientiously as one from his lips. The features were noticeably irregular, his nose was large, his mouth also, and marked with firm, sharp outlines, but his chin was delicately drawn, and almost feminine in its contour. It was a face, that at rest, was strikingly plain, but when he spoke, through the sallow skin, the thin features, the habitual sadness, shone the cultured mind and beautiful life of the man, and his eyes, the eyes of a poet,

such eyes as Keats' soul may have looked out of, gleamed and sparkled wondrously. His movements were quick, and far from graceful, but so entirely unstudied that they could not be called awkward. In dress, he was not essentially peculiar, he wore the ordinary attire of a gentleman of the nineteenth century, but every garment seemed remarkably large for him, and hung upon him with a comical air of being strangely out of place.

But the man that merited description consisted not of features and movements, or of doublet and hose, under this unpromising exterior, was a soul of wondrous power and beauty. During a stay of several weeks in this region, I came to feel its power, to see its beauty, to know its rarest worth. This man had received a finished education, by years of patient study of books and nature, he had stored his mind with richest wealth. When he talked freely, those who heard him were spell-bound, enchanted. He was idolized by his pupils, and by all who knew him, admired and reverenced. Though gentle and sensitive as a woman, he was yet in need courageous, and sternly decisive, and with all the warm love that his pupils bore toward him, there was yet the fear of the displeasure that was so seldom awakened.

I looked on and wondered. Here, truly, thought I, is a hidden gem, a dumb hero. Here is a man, who might do honor to any place in public life, unknown here and unseen. Surely his life is but wasted here. But I thought again and I saw the good that his heart and hand wrought, and I remembered that in God's eyes all humanity is of equal worth, and that he who moulds human souls, though his name be unheard, is yet a mighty power in the land. I saw that the influence of this man would be felt for generations, through the minds that he shaped; and the lesson that he taught them by himself was worth untold gold to them. That greatness was not a thing of power or position, as this world sees them, but an attribute of the soul within—a God-given heritage of glory.

#### THAT LESSON MUST BE LEARNED.

We commend the following extract from a recent auto-biographical sketch, by Henry Ward Beecher, to the careful perusal of teachers. There are times, not a few, when a teacher needs to manifest an intensity of will like that which proved so potent and blessed with the youthful Beecher.

"He taught me to conquer in studying. There is a very hour in which a young nature, tugging, discouraged, and weary with books, rises with the consciousness of victorious power into masterhood. Forever after, he knows that he can learn anything, if he pleases. It is a distinct intellectual conversion.

"I first went to the black-board, uncertain, soft, full of whimpering. '*That lesson must be learned*,' he said, in a very quiet tone, but with a terrible intensity, and with the

certainty of Fate. All explanations and excuses he trod under foot with utter scornfulness. 'I want that problem. I don't want any reasons why I don't get it.'

'I did study it two hours.'

'That's nothing to me; I want the lesson. You need not study it at all, or you may study it ten hours—just to suit yourself. I want the lesson. Underwood, go to the black-board!'

'Oh, yes, but Underwood got somebody to *show* him his lesson.'

'What do I care *how* you get it? That's your business. But you must have it.'

'It was tough for a green boy; but it seasoned him. In less than a month I had the most intense sense of intellectual independence and courage to defend my recitations.

'In the midst of a lesson, his cold and calm voice would fall upon me in the midst of a demonstration—"no!" I hesitated, stopped, and then went back to the beginning; and on reaching the same spot again—"no!" uttered with the tone of perfect conviction, barred my progress. "To the next!" and I sat down in red confusion. He, too, was stopped with "no!" but went right on; finished, and as he sat down was rewarded with, "Very well."

'Why,' whimpered I, 'I recited it just as he did, and you said no!"

"Why didn't you say *yes*? and stick to it? It is not enough to know your lesson. You must *know* that you know it! You have learned nothing till you are *sure*. If all the world says no, your business is to say *yes*; and *prove it!*

"The inward confidence inspired by such a drill, joined to the chivalrie notions of independent manhood already existing, tended to fasten the feeling that *a man is what he is in himself*, and that the love of doing and the power to do, are all the honors that he needs, that no man deserves a title who has not the power to make his own simple name a title, and that he needs no other; and that a man's own life is the true university that should confer honors upon him."

#### PROFESSOR A. J. ANDERSON.

Illinois loses, this month, one of her best workers in the educational field, A. J. Anderson, of Lexington. He has been in this State so long and has been so fully identified with its educational interests that we are glad of an opportunity of giving a sketch of the work he has done.

When the subject of this sketch was six years old, his mother came to Lockport, in this State, and has since made that her residence. When he was but sixteen years old, although she was very poor, she gave her consent to his entering Knox College at Galesburg, which he did with thirty-four dollars in pocket. It was thus early in life that the hard struggle began, especially hard and labo-

rious for one who is compelled to earn the money which must be had to meet necessary expenses. This he did in part by entering one of the printing-offices of the town, and working two hours each school day, and the whole of each Saturday. This, however, did not suffice, and he left the school to teach. So well was his work in college done that of the four terms which he taught, during his college course, two of them were in his own town of Lockport. He finished the course and graduated from Knox College in June, 1856.

After graduating, his first year's teaching was in the public school at Lisbon, Kendall county. He then organized a private school at Lexington, McLean county, and carried it on successfully four years. His success here induced the trustees of Fowler Institute, of Newark Kendall county, to elect him Principal of their Academy. He entered upon his work with his usual determination to succeed. The Academy had so run down that his first term opened with eleven pupils. He remained here six years, and left only at the urgent solicitation of the Board of Directors of the public schools of Lexington. He made Fowler Institute a success, financially, and left it in excellent repute among the people. His two years' principalship of the public schools of Lexington have but confirmed the good opinion of him, which the people formed during his previous labor among them.

And now at the close of his thirteen years service he has loosened the ties which have bound him, and set his face westward.

His success may be easily accounted for. He has attended every Teachers' Institute in his county since he began teaching. He has been a regular attendant upon the meetings of the State Teachers' Association, and sessions of the Normal Teachers' Institute. He has been a constant reader of a number of our best educational periodicals, and has always made it a point to secure books which would aid him in the improvement of his schools.

We are thus particular to specify, for we know that the success he has had is due to himself alone, and has been fairly earned.

He goes to Oregon as Principal of the preparatory department of the University at Forest Grove, in the valley of the Willamette, near Portland. Our best wishes go with him.

We are under many obligations to Hon. Logan H. Roots for valuable Public Documents. Of special value are J. Ross Browne's *Mineral Resources of the United States*, and the Report of the Hon. Joseph S. Wilson, the Government's Land Commissioner. We have also from him the Report of the Commissioner of Agriculture, and the Congressional Directory for the first session of the forty-first Congress.

We find in the Directory the following account of the representative in Congress of the First Arkansas District:

Logan H. Roots, of Duvall's Bluff, was born in Perry county, Illinois, March 26, 1841; he was principal of the high school in the city of Duquoin, in his native county, the winter previous to reaching his majority, and graduated with the first honors of his class at the Illinois State Normal University in 1862; he at once thereafter took an active part in recruiting and organizing the 81st Illinois volunteers, in which regiment he himself enlisted; was soon commissioned and served until promoted by an appointment as a staff officer of United States volunteers, under which he was chief depot commissary for the combined armies commanded by General Sherman on the "march to the sea;" he served in other responsible positions until the close of the war in 1865, then settled in Arkansas and engaged in cotton planting and trading: upon the passage of the reconstruction acts in 1867, he took a bold and prominent position in favor of the reconstruction of the State; he was elected to the fortieth Congress, and was the youngest member of that body; and he was elected to the forty-first Congress as a republican, receiving 7,151 votes, against 6,684 votes for Cameron, democrat.

#### SILLY GIRLS.

DEAR SCHOOLMASTER:—I saw an article in your April number entitled "Silly Girls," in which girls who have not served an apprenticeship of three years at boiling potatoes, eggs, etc., are classed "silly." The writer is evidently a noodle. I should judge he had boiled eggs all his life, and I think it quite likely that the hard boiled eggs I have the pleasure of eating, at the various hotels, were boiled by him. They seem to have been boiled about three years.

He says of these girls that from their expressionless countenances, he finds it difficult to believe their souls are immortal, and adds: "What is the matter with these poor creatures?" The matter is, they have never boiled potatoes, ironed clothes, made puddings, (oh, immortal work!) cleaned paint, etc.

A three years' drill in housework would astonish everyone with its educating influence. "You can't boil an egg without getting a little education out of it." Twaddle, all twaddle. I am tired of this stuff, that girls must be taken from school to learn how to boil eggs. Sublime, isn't it? In whose face do you find the most expression, the school girl's or the Biddy's, who has boiled eggs all her life? Who ever heard of the great egg-boiling power of Martha Washington, Fanny Fern, Mrs. Stowe, etc., etc.

Keep the girls at school, say I. They will learn how to clean paint, etc., quick enough when they have to. With the educated mind, with which a girl will leave Normal, at the

close of her three years' course, she will learn how to cook better in six months, if she set about it, than the girl who has cooked all her life without the three years' thorough mental drill. I don't derogate the importance of knowing how to "keep house," but the time has come when one does not have to learn everything by experience. All it is necessary to do now is to follow the directions of those who did learn by experience. It does not take three years to learn how to cook an egg. To boil eggs *perfectly*, (as the gentleman says,) put a tin vessel on the stove hearth, (set where water in it would boil,) put in as many eggs as desired, pour on them a *pint* of *boiling* water for each egg, cover tight, let them stand eight minutes, eat.

No, I don't think making puddings gives more expression to the face than studying English Literature. There is a class of

men who tremble to see women educated. One of them said to me the other day: "Woman's place is in the kitchen, boiling potatoes, and frying pork." Well, now, in the first place I don't want a woman to fry pork; in the second place, I don't want pork fried; and, in the third place, I don't want pork *at all*.

Now, girls, do just as I know you will, anyhow, just let these pork and potato fellows exhaust their pork and potato acquired strength on pork and potatos, and don't mind them, but go to school; and when the time comes that you need to use your knowledge of cooking, startle folks by showing that, with your music, poetry, and geometry, you instinctively learned how to cook, etc.

QUIB NUNC.

#### THE ABOLISHMENT OF THE SCHOOL-DISTRICT SYSTEM IN MASSACHUSETTS.

"The School-district system in this Commonwealth is hereby abolished." So reads the first section of an act approved by the Governor of Massachusetts, March 24, 1869. Thus is removed the greatest obstacle in the way of educational advancement throughout the Commonwealth. For many years, the struggle between the town system and the district system has been carried on with earnestness and, in not a few towns, with much bitterness of controversy. With hardly an exception, the larger towns long since abandoned the district system, and consequently are now enjoying the advantage afforded by good school-houses, good teachers, and well organized and graded schools; while the smaller towns, which for the most part have clung to the district system with remarkable tenacity, have, with some exceptions, made comparatively little progress in school affairs.

The origin of the school-district system of Massachusetts is found in an act passed in 1789, the second section of which provides "that the several towns and districts in this Commonwealth be, and they are hereby, authorized and empowered, in town meetings to be called for that purpose, to determine and define the limits of school districts within their towns and districts respectively." This law provided simply for the division of each township into distinct portions of territories for the convenience of the school children, the schools being still managed solely by the town authorities.

In 1800, an act was passed which authorized the holding of district meetings to choose a clerk, to raise money for the erection and repair of school-houses and the purchase of the necessary utensils. Thus was the district system established. From time to time, additional authority was given to the districts.

In 1817, the districts became corporations that could sue and be sued, and could hold real and personal property for the use of the schools. In 1827, the districts were empowered to elect prudential committees, whose function was to have charge of the school-houses, and to select teachers and make contracts with them; and thus was the system made complete in its power to obstruct the progress of popular education in the Commonwealth.

We have neither the time nor the disposition to enter into a formal discussion of the district system, nor is such a discussion now necessary. The system has been abolished by the almost unanimous voice of the Legislature; only nine votes having been given in the House of Representatives in its favor, and none at all in the Senate. The successive Secretaries of

the Board of Education have repeatedly and earnestly protested against the system, presenting unanswerable arguments, which ought long since to have brought about its abolition. An admirable summary of these arguments may be found in the twenty-sixth Report to the Board of Education, prepared by Secretary White.

We rejoice that the system, which has so long been a serious hindrance to educational improvement in the smaller towns of the State, is now among the things that were: and we firmly believe that this change in the administration of school affairs will speedily accomplish results so satisfactory that all friends of education will speedily recognize them, and will confess that, in this case at least, the new is better than the old. "Better school-houses, better teachers, better schools," will now be the demand in all parts of the Commonwealth, and the demand is sure to be liberally answered.—*Massachusetts Teacher.*

#### LEGISLATIVE ACTS.

It is known to our readers that the last General Assembly passed two acts of great interest to us as teachers; the one establishing a Southern Illinois Normal school; and the one enabling counties to establish County Normal Schools.

The various amendments to the school-law are of interest and value, especially those authorizing teachers to report their schedules monthly and to draw pay thereon; and permitting teachers to attend institutes, if they desire, without loss of pay. Teachers may in these congratulate themselves that they have taken a long step forward. It has frequently been the case that a teacher has suffered great inconvenience from not being able to draw pay until the close of school; while then defects in schedule, or failure to return it in season, may cause much longer delay. By the system of monthly reports any deficiencies may quickly be remedied, and the previous vexatious delays may be avoided.

By the amendment in regard to Institutes, County Superintendents have put into their hands a pretty effectual check to a practice which, we are sorry to say, we have known to prevail occasionally: that is, for teachers whose schools were dismissed that they might attend the institute to take the time, or part of it at least, for something else. The law now reads that they will receive pay for the number of days during which they are in *actual attendance* upon the Institute, as certified by the County Superintendent.

But we regard the acts respecting Normal Schools, and especially establishing County Normal Schools, as of paramount importance. No one or two Normal Schools, however ably managed, or however fully attended, can supply the needs of this great State. Indeed, the tendency is continually that they become, like any other good school, places where young people resort to procure an education, without any thought of teaching,—at least, any more than while obtaining that education. But the County Normal Schools, if established, as we trust they will be, in at least every two counties of the State, and if made simple and practical, above all not aiming at too extended or too literary a course, will in a great degree obviate all these objections, and meet the immediate wants of the school and teachers. Besides, they will furnish to the two State Schools a class of students better prepared in elementary drill, and these schools will not need, as now, to spend so much time and labor on mere elementary and academical work, but

will be able to devote more to the real and professed object of the Normal School—Theories and Principles and Method of Teaching.

We trust that the gentlemen having the establishing of the Southern Normal School in charge will select the best location, and, above all, be careful to secure men of broad and liberal culture and extended views for its instructors, that we may have two Normal Schools of which the State may be justly proud.—*Illinois Teacher.*

#### WHAT BREAKS DOWN YOUNG MEN.

It is a commonly received notion that hard study is the unhealthy element of college life. But from tables of the mortality of Harvard University, collected by Professor Pierce from the last triennial catalogue, it is clearly demonstrated that the excess of deaths for the first ten years after graduation, is found in that portion of each class inferior in scholarship. Every one who has seen the curriculum knows that where *Aeschylus* and political economy injures one, late hours and rum punches use up a dozen, and that the two little fingers are heavier than the loins of Euclid. Dissipation is a sure and swift destroyer, and every young man a flower, exposed to untimely frost. Those who have been inveigled into the path of vice are named legion. A few hours of sleep each night, high living, and plenty of "smashes," make war upon every function of the human body. The brains, the heart, the lungs, the liver, the spine, the limbs, the bones, the flesh, every part and faculty, are overtasked, worn and weakened, by the terrific energy of passion loosened from restraint, until, like a dilapidated mansion, the "earthly house of this tabernacle" falls into ruinous decay. Fast young men, right about!—*Scientific American.*

#### MARSHALL COLLEGE STATE NORMAL SCHOOL.

Guyandette, W. Va. May 9, 1869.

##### EDITOR SCHOOLMASTER,

Dear Sir:—The list of Normal Schools, given in your April number, needs a slight correction as regards this State.

This school was opened June 15, 1868, and was, till April 1869, the only Normal School in the State.

April 4, a Normal School, under State control, was opened at Fairmount, under the principalship of Hon. W. R. White, late State Superintendent.

A building for a State Normal School, at West Liberty, was purchased by the State, nearly two years ago, but no appropriation was ever made to put it into operation.

Yours truly;

S. R. THOMPSON.

We have received letters from others notifying us of omissions of Normal Schools, in the list referred to by our correspondent above. If our Normal friends throughout the country will send us the names of schools omitted from our April list we will very cheerfully publish a full list of all the Normal Schools in the United States.

Our readers will see that the SCHOOLMASTER appears in a new dress this month. In consequence of the Publisher's absence, on a trip into the West, in the months of March and April, and the non-arrival of our new type, no May number of our paper has been issued. Our subscribers who did not begin with the first of volume One, will have their time extended one month. All yearly subscribers will receive twelve numbers.

# The Schoolmaster.

JUNE, 1869.

ALBERT STETSON, Normal, Ill.  
JOHN HULL, Bloomington, Illinois } EDITORS.

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JOHN HULL, Publisher.

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## NORMAL UNIVERSITY. CLOSE OF THE YEAR.

The examinations, for the close of the year at the Normal University, will take place on the 21st, 22d and 23d of June. Meeting of the Board of Education on Wednesday, the 23d. Commencement exercises will occur on Thursday the 24th.

The year just ending has been one of unexampled prosperity. Every room in the building has been crowded. Many applications for admission have been refused for the want of room. But the rejected candidates have been those possessing the lowest qualifications. By this large influx of students, the standard of qualification has been raised, and a higher intellectual life imparted to the institution.

Another cause of congratulation to the friends of the University is the important addition to its annual resources, furnished by the last Legislature. At the beginning of the coming year, two new Professors will be employed. Thus it is hoped that the amount of good done may be vastly increased.

The graduating class numbers nineteen in the Normal, and one in the High School. All friends, old and new, near and remote, are cordially invited to witness all the exercises.

## GRADUATES OF THE NORMAL UNIVERSITY.

The whole number up to date is as follows:—Ladies 54—Gentlemen 45—Total 99.

The number of students in each graduating class, from the first, is as follows: Class of 1860, 10      Class of 1865, 11  
Class of 1861, 8      Class of 1866, 5  
Class of 1862, 8      Class of 1867, 13  
Class of 1863, 7      Class of 1868, 19  
Class of 1864, 8      Total    99

The graduating class of 1869 will number 19, making the whole number of graduates in the first ten classes 118.

## NORMAL GRADUATES OF 1869.

The candidates for graduation at the approaching Commencement are as follows:

### LADIES.

Lizzie S. Alden, Jubilee, Peoria county, Illinois; native State, Illinois.

Melissa E. Benton, Sublette, Lee county, Illinois; native State, Illinois.

Ella K. Briggs, Delevan, Logan county Illinois; native State Illinois.

Lucretia C. Davis, Greenbush, Warren county, Illinois; native State, Illinois.

Jane E. Pennell, Normal, McLean county, Illinois; native State, Illinois.

Maria L. Sykes, Keweenaw, Henry county, Illinois; native State New York.

Helen M. Wadleigh, New Rutland, La Salle county, Illinois, native State, New Hampshire.

### GENTLEMEN.

Ben C. Allensworth, Little Mackinaw, Tazewell county, Illinois; native State, Illinois.

Alfred C. Cotton, Griggsville, Pike county, Illinois; native State, Illinois.

Charles H. Crandell, Magnolia, Putnam county, Illinois; native State, New York.

Hugh R. Edwards, Nekimi, Winnebago county, Illinois; native State, Ohio.

William R. Edwards, Nekimi, Winnebago county, Illinois; native State, Ohio.

James W. Hayes, Urbana, Champaign county, Illinois; native State, Ohio.

Charles Howard, Peru, La Salle county, Illinois; native State, New York.

Isaac F. Kleckner, Rock Grove, Stephenson county, Illinois; native State, Illinois.

George G. Manning, Lyndon, Whiteside county, Illinois; native State New York.

George W. Mason, Normal, McLean county, Illinois; native State, Illinois.

Charles W. Moore, Normal, McLean county, Illinois; native State, West Virginia.

Christopher D. Mowry, Sugar Grove, Kane county, Illinois; native State, Massachusetts.

The Executive Committee of the Illinois Normal Alumni Association announce the annual meeting of the Association for Wednesday, June 23d, instant. The business meeting is set for 2 o'clock, and the dinner at 4 o'clock, in the afternoon. The literary exercises are set for 8 o'clock in the evening. The programme is full and promises a pleasant and profitable reunion of the graduates. The class of 1869 will participate in the meeting. We urge all graduates to attend.

THE office of the *Southern Illinois Teacher* was burned March 22d. Friend Morgan has our sympathy. Owing to this loss, and other causes, the *Southern Illinois Teacher* will hereafter be issued monthly instead of semi-monthly, as at first. Substantial improvements are promised in future numbers. We shall be glad to know that Southern Illinois properly appreciates the Publisher's efforts to improve her schools and teachers.

During our trip west, we traveled by steamboat on the Missouri river about eight hundred miles, and about an equal distance by different railroads. Nowhere did we experience so much pleasure and comfort, while traveling, as on the Chicago, Alton, and St Louis Railway, from Bloomington to St. Louis, on the out going trip, and from Chicago home, on the return trip. This railway, for ease and safety to travelers, is not surpassed by any over which we have ever traveled.

Postmaster Fell, of Normal, deserves the thanks of all patrons of his office, for the improvements which signalized his coming into office. The new building erected especially for the post-office, the new arrangement of the letter and newspaper cases, together with the new lock boxes, which are coming, will make this office, for convenience and expedition of business, unsurpassed by none in our State.

**EDITOR SCHOOLMASTER:**—Genuine first class school's are rare. Your correspondent saw one a day or two since, and deems it worthy of note. Mr. E. A. Gove more familiarly known as "Aaron" by the early students of the University, and as Adjutant Gove by the army boys, is now engaged in teaching "the young idea" at New Rutland, La Salle county. We can readily understand why the people of R. are so proud of their school, as after several hours of visitation we came away delighted.

The Primary is under the direct management of Miss Davis, and is one of the best conducted that we have yet seen. Miss Em. Baldwin, of Fort Wayne, Ind., presides over the intermediate with that rare tact which always characterizes the successful teacher. The remaining room is under the direct control of Mr. Gove, who also has general supervision of the whole. For excellence of discipline, regularity of attendance, successful scholarship, and strict attention to school duties on the part of the pupils, this school, we think, is not surpassed by any of like grade, and like circumstances, in Central Illinois.

The people of Rutland are indebted to Mr. Gove for bringing to their doors facilities for thorough mental training and higher culture, not enjoyed by many towns of thrice the population.

## NORMAL.

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A golden opportunity is offered for investment in first-class real estate in Normal. The large size of these lots, their proximity to the Soldier's Orphan's Home, and the Normal University and Public Schools, the beauty and health of the location, and the educational facilities here afforded, make these lots very desirable. See the advertisement of Hon. David Davis and Jesse W. Fell, on page 15.  
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## BOOK NOTICES.

*1 A Comprehensive Grammar of the English Language.*

*2 A Common School Grammar of the English Language.*

*3 First Lessons in English Grammar.*—By Simon Kerl, A. M., New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co. 1868.

We welcome, most heartily, every well-directed attempt to establish the science of grammar upon a basis of reason and common sense. Satisfied by years of observation and experience in teaching, that no subject is so ill taught, and furnishes so worthless a product for the amount of time and labor expended as this subject of English Grammar, when the usual text books and old time methods are employed, we are glad to examine, and to commend accordingly, the sensible and well arranged series by Mr. Kerl, mentioned above.

In the First Lessons, we are glad to see that the usual inverted system is discarded. Instead of being worried by the abstractions of parsing and analysis, with which he is wholly unfitness to grapple at an early age, the young student is guided with skillful hand to speak and write his mother tongue with propriety. That this end can be secured without meddling with the subtleties of Grammar as taught in most text books, must be apparent to every one who has noticed with what accuracy the children of educated parents speak the language, even without ever having seen a school grammar.

In Kerl's Common School Grammar we are particularly pleased with the methodical arrangement, the clearness and brevity of the definitions, and the abundance of appropriate illustrations. The book is admirably printed, and the discriminating use of type of different sizes is of material advantage.

The Comprehensive Grammar is a very thorough and exhaustive treatise, evinc-

ing, on the part of the author, an intimate acquaintance with the best authorities in our own and other languages. The judicious way in which Etymology is intermingled with Syntax we particularly commend. By the author's system each section, to use his own words, "bears its own fruit." The pupil is not compelled to wander through what seems an impenetrable wilderness of Etymology, before reaching that which is practical and useful in itself.

On the whole, we regard Kerl's grammatical series as a long step in the right direction. The commendations bestowed upon them by those who have made use of them in their schoolrooms, confirm our own impression formed upon a cursory examination of Kerl's Grammars.

*An Elementary Treatise on Physical Geography.*—By D. M. Warren, Philadelphia: Cowperthwait & Co. Revised Edition, 1869.

In its adaptation to the work for which it was especially designed, we think this work takes precedence of all competitors. Admirably printed, profusely and beautifully illustrated, containing the results of the best modern research upon the subject of which it treats, it seems eminently calculated for the schoolroom. The Brief Description of the Physical Phenomena of the United States, which is appended, is a highly interesting and valuable addition to a work which deserves general introduction.

*Eggleston's Sunday School Manual.*—Adams, Blackmer, & Lyon, Publishers, Chicago.

This Manual, or "Practical Guide," as it is named on the title-page, is a book eminently sensible. It is written by one who recognizes that the Sunday School work of this country is done by men and women whose every day life is crowded with business, and who have neither time nor patience to read long articles, nor fine-spun theories.

We find the Manual small enough to be read through with care in the present, without postponement to a more convenient season, and so systematic that one may find, without difficulty, the advice needed upon any subject connected with the Sunday School work.

It is a book of 108 pages, and will be sent by mail for 75 cents.

*Manual of Physical and Vocal Training.*—By Lewis B. Monroe.—Philadelphia: Cowperthwait & Co.

We commend this book for its fine tinted paper, and the excellence of its type and press-work. We commend, also, the good judgment of the author, who is Superintendent of Physical and

Vocal culture in the public schools of Boston, for making his book neither too large nor too theoretical for use in our common schools. In 102 plain, open pages, finely illustrated by Hammett Billings, he has given practical instruction on two subjects of paramount importance to every school. Such a book as this is invaluable to teachers who desire wide-awake schools.

*Dyrenfurth's Book-Keeping.*—George & C. W. Sherwood, Publishers, Chicago.

This American Auto-didactic, or Self Teaching System of Book-Keeping, is by the President of the Merchants' National Business College of Chicago. He makes the following summary of the advantages of this system:

1. It generally requires but one-third as much writing.
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3. It saves the tedious labor of checking back the entries.
4. The state of all *bona fide* and fictitious accounts may be ascertained, at any time, without reference to the Ledger, while the Capital Stock account of the firm may remain hidden from any one but the owners themselves.
5. The posting into the Ledger need never be interrupted.
6. In disputes before the Courts, books thus carried on will easily convince the judge of their indisputable correctness.
7. It makes fraud on the part of an employee impossible.

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**BEST BOOK FOR EVERY BODY.**—The new illustrated edition of Webster's Dictionary, containing three thousand engravings, is the *best book for every body* that the press has produced in the present century, and should be regarded as indispensable to the well-regulated home, reading-room, library, and place of business. *San Francisco Golden Era.*  
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**"THE ADVANCE."**—The Publisher of this sterling national Religious journal, the subscription price of which is \$2 50 per year, offers to send it to any address, during the remainder of the present year—from May to January—for ONE DOLLAR. The "*ADVANCE*" is a standing proof that it is not necessary for a Religious journal to be either dry, prosy and sectarian, or worldly, sensational and flashy. It occupies a golden mean and is a most readable and instructive paper.

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**THE NATIONAL SUNDAY-SCHOOL TEACHER.**—The May number of the *National Sunday-School Teacher*, Published at Chicago, by Adams, Blackmer, & Lyon, contains another plan of an exceedingly convenient Sunday-School room—St. John's Methodist Episcopal, Brooklyn. This feature of the *Teacher* is valuable, as giving all a chance to see the plans of the best Sunday-School rooms in the country.

Among the articles are, “The Art of Questioning,” Mary V. Lee; “Sunday-Schools of Berlin,” Frances E. Willard; “Suggestions to Infant Class Teachers,” Mrs. Voorhies; “An Outline Lesson,” Sara J. Timanus.

The “Infant Class room,” “Superintendent’s Desk,” “Treasury of Illustrations,” and “Editor’s table,” are full of rich and varied matter.

The rapidly increasing circulation of the *Teachers* shows that the uniform lesson system is appreciated. As an earnest, practical Sunday-School worker, the Editor, Rev. Edward Eggleston, stands among the first.

Price \$1 50 per year.

**THE BEE-KEEPERS JOURNAL AND AGRICULTURAL REPOSITORY**, for April comes to us with several interesting engravings; one representing a home of bees that burrow in the ground, and another a cluster of queen cells, illustrating an article on queen-rearing. This number also contains many articles of interest in the departments of Agriculture, Ladies’ Column, Home and Fireside, and Youths’ Page.

Mrs. Tupper’s Editorial, Two Ways of Training Boys, will well repay any one for the trouble of sending for the April number. Sample copies sent free. Address H. A. KING & CO., Nevada, Ohio.

**THE ILLUSTRATED PHRENOLOGICAL JOURNAL** for June, contains Portraits and Characters of James Harper; Sir John Young, Governor-General of Canada; Richard G. Pardee; R. A. Murray, the accountant; The Planchette Mystery; Quaker Music; Natives of Alaska. Portraits; Great Men—Small Heads; Where are the Housekeepers? Principles in Physiology—Digestion; Should Consumptives Marry? Obedience—its importance; Enduring or Enjoying Life; John Folgate, the Centenarian; Face Fancies; What can I do best? The Woman Question; Music; Answers to Correspondents, etc. End of volume 49; New Volume begins with next number. Only 30 cents, or \$3 a year. Address S. R. WELLS, 389 Broadway, New York.

**THE ECLECTIC FOR JUNE**—Contains embellishment:—Alexander II.

I.—The Physical basis of life.—Fortnightly Review.

II.—Fergusson’s Tree and Serpent Worship.—Fraser’s Magazine.

III.—Other Inhabited Worlds.—St. Paul’s.

IV.—Genius in Love.—London Society.

V.—A Whist Reminiscence.—Blackwood’s Magazine.

VI.—Professor Tyndall on Sound.—North British Review.

VII.—The Northmen, Heathen and Christian.—Blackwood’s Magazine.

VIII.—The mystery of the Grange.—London Magazine.

IX.—Lanfrey’s Napoleon I.—St. Paul’s.

X.—He knew he was Right. Chapters xxii., xxiii., xxiv.—Anthony Trollope.

XI.—Physical Education. Macmillan’s Magazine.

XII.—A Night among Wild Fowl.—London Society.

XIII.—The Recluse of Pulo-Penang.—Leisure Hour.

XIV.—A Lunatic Colony.—St. Paul’s.

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XIX.—Science.

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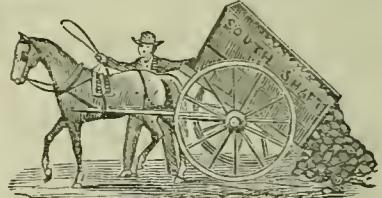
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# THE SCHOOLMASTER.

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## MOSS FRUIT.\*

BY S. GRACE HURWOOD.

Where do the mosses grow? Bright green, golden blossomed, pale and delicate, or rough and hardy: we find them from mountain pastures to the gardens of the deep; from the ice-bound northern lakes to the low lagoons of the tropics.

Where New England's stormy waters beat on her sandy shores, long and tangled mosses bind the granite rocks and hide bleak nature's roughness. Far in southern glade and swamp mourns the moss, hanging funeral wreaths over the unknown grave of the wandering outcast, and that of his mistaken master, weeping silently over the misery of the one, the madness of the other. On the wide western prairies it finds home and welcome down in swampy places, or on the low margins of sluggish streams. It finds shelter in the dim twilight of the woods, throwing a carpet of softest velvet about the tree roots, or covering the rough bark of giant stems, sometimes wrapping the rugged stumps of some monarch of the trees, monarch now no longer—throneless and crownless; but the roughness is covered; hidden is the desolation. As it clings to the tree in its life and prime, it is faithful in death, covering it with beauty, drawing closer its tender embrace. But not alone on the open prairie, or in the forest shades, shall we look for it: in the rough wilderness of the mountains, bleak and rocky, nature's gentlest child rests soft and secure on her rugged breast. Nor does it wait for the first venturesome shades of grass in its spring opening, nor fade with the latest autumn flowers; but our evergreen mosses brighten the whole year with their glossy greenness, and no selfish parasites are they, drawing life from others and imparting none in return. The liberal air feeds them, the abundant moisture nourishes, for mosses are fed from these two sources, and draw but little support from the earth. They are like the simplest forms of vegetable and animal life—absorbents, taking freely through leaf and stem whatever is brought to them, drawing in nourishment at every pore, as some true souls who make all the experiences of life helpful, however harsh or rough they may be. What pleasant walks they give to the earnest seeker. In the sweet spring morning he finds them,—

"Where the wood chuck digs his cell,  
And the ground-mole sinks his well;  
Where the robin feeds her young,  
And the oriole's nest is hung,  
Where the whitest lilies blow,  
Where the freshest berries grow,  
Where the ground-nut trails its vine  
And the wood-grape's clusters shine."

And the familiar plant in a strange place is a gentle reminder of the early days of home, and of the soft woodland paths our childish feet used to tread; and it is sacred to us too, for it is last with the dead, covering the grave of the hero and the resting place of the child.

In God's great creation even little mosses had their work, helping in the formation of the earth; for at first there was no soil, and plants must grow that could live at the expense of air alone. This capacity they share with the ferns, lichens, and other of the lower orders of plants; and in the dim ages of the past these workers built up soil for the succeeding and higher races.

Shall we examine it a little more closely, mark the structure, and see how it grows and fruits? It belongs to the simplest forms of plants, for it is composed of cellular tissue, without wood or ducts, so has not strength in the stem to attain much height. It grows from a spore or single cell, which differs essentially from a seed in not containing an embryo, or minute plantlet. In germinating indeed this cell undergoes a development not very unlike that of the ovule in becoming a seed; it grows at first into a plantlet not resembling a moss, but very much like a plant of the thread-like green Algae, which abound in pools and brooks, an illustration of the law that individuals pass through the forms of lower species before reaching their ultimate state. It is at first merely branching threads or rows of cells multiplying by division; certain cells of this now produce buds, which grow up into the leafy stems of the perfect plant. Organs are produced answering to pistil and stamens, but by a curious and quite anomalous mode of fertilization, the pistil being fertilized develops into the sporangium, or spore-case, producing countless numbers of minute spores which never receive any individual fertilization. These simple little spores, however, are the parents of the next generation, and are protected as carefully in their spore-case as the seeds of the finest plants in their thick-walled and many-celled ovary. Let us examine one of the commonest kinds—the Ceratidona purpureus. It is a low, turf, thickly branched moss, bear-

\*Read before the Alumni Association, Normal, Illinois, June 23d, 1869.

ing an abundance of fruit in shining, purplish-red capsules, elevated on pedicels of the same color. The capsule is covered by a delicate hood or veil. Removing this we can take off the conic, slightly beaked lid which closes the aperture in the top, and now find a fringe of sixteen delicate teeth guarding the mouth of the capsule, in which lies the impalpable powder which we recognize as the spores.

Down in shady places, or by the slow-flowing prairie streams, you may readily find a species of *Tiemnia*, a thickly tufted moss, but much higher than the last, and with distinct stems and long firm leaves sheathing at the base. The fruit is large and terminal, borne on large reddish pedicels; over the capsule is thrown a delicate yellow veil. Removing this you can observe, without any glass, the colored rim round the mouth of the capsule; then taking off the lid the close, fine teeth surrounding the aperture are readily distinguished. Magnifying it we notice that this fringe is double, the teeth being supplemented by a thin inner membrane, cut into sixty-four cilia. Covered thus snugly lie the numerous spores.

The moss which grows on limestone rock is frequently petrified, changed to marble, which preserves the structure of the original plant. The dripping water is the agent in the transformation; as each minute particle evaporates it leaves its still more minute particle of carbonate of lime, till finally each atom of the plant is thus replaced, and we have a perfect marble moss, with delicate leaf, pedicel and capsule complete. Some fine specimens are found near Utica, on one of the bluffs of the Illinois river. A cliff of sandstone, the upper part limestone, is quite covered with this delicately fretted marble, on whose surface grows the green living moss, in which petrifaction goes on with its growth—death following life.

You may gather other dearer fruits from nature's humblest growth: the freedom of the outward look into the life of the world; the lesson that nature teaches of the faith and patience that cover brightly the rough rocks over which many of our feet must tread; and in gaining these we gain strength, resting in the quiet patience of outward growth, as the Alpine hut is sheltered by the mossy crag.

"Those who always love have not the leisure to complain and be unhappy," and nature's treasures are put away under a lock which yields not but to this magic key that opens the secrets of the universe. She waits with open hand to impart her choicest gifts, if you but gain an entrance to her loving heart.

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THE Spectroscope supports Mr. De La Rue in his theory that the sun's spots are caused by a *down* rush of cooler, and therefore, less brilliant vapor. The surface of the sun is constantly agitated with terrible floods and whirlwinds of tempestuous rage. The same instrument has proven the *red protuberances* to be flames of heated hydrogen, sometimes 7000 miles high.

## SCHOOL DAYS.\*

BY MRS. S. M. STRICKLER.

An eminent speaker once said that there must always be some corresponding sympathy between the speaker and hearer, if any permanent impression be produced. The heart of the listener must bound with the voice of joy, or throb with the message of sorrow.

If this be so, I feel assured that a responsive, sympathetic chord is touched by speaking to this "Alumni Association," or to this assembly, of school-friends, school-days and school-influences. Does the subject of thought seem exhausted because it is old? It is not: the most precious and encouraging hopes of our lives are but the repetitions of the fervent desires of many other lives, only characterized and individualized by possession. As the years come and go, the memory of our childhood in its home life, then its school life, grows and intensifies. When we are happy the remembrance is a source of peaceful joy; when the storms of life come its influence is a strength-renewing calm. As I read, I believe the thoughts of the oldest man or woman here are busy with those scenes so long gone by, transfigured as only the golden light of distance can transfigure either the landscapes or the years we leave behind us.

It is only a few years since the thought of this Normal School developed from the vague, undefined, then definite idea into a living fact, in which we all have mutual pride and hope. These years have been burdened with a great nation's anguish; hallowed by many a brave sufferer's tears and prayers; and crowned with the majesty of a grand victory. The years so valuable to our country have been rich with opportunities to her children. The last decade of years has been garnering the seed not only for a political, but also for a bountiful educational harvest in the near future. There must always be in the fields faithful and capable laborers before the abundant harvest. Each one with his own special work, so aiding one another. Upon a teacher devolves a particular preparatory work; the building of a foundation, broad, and safe, and sound, worthy the edifice to be built upon it. The careless laborers here do more harm than good. The school-teacher's work is not only the clear and correct expounding of rules, and laws, and consequences, but the grander effort to start the steps of youth in the way leading to a good and profitable life. All things supplementary to each other, each important, but not one the whole.

With the knowledge that good teachers were comparatively few in these Western States, and with the hope that the ever-present demand for such might be in part satisfied, this Institution was first established. To-day we meet again with renewed rejoicings that such knowledge and such hope have reached their present fruition.

In my window is growing an ivy vine, with its twining

\*Read before the Alumni Association, Normal, Illinois, June 23d, 1869.

stems, and green, glossy leaves. A little while ago there were three tiny leaves; now they form a shining curtain, a screen of exquisite color and delicate tracery. Between us and the sunshine it glows with light; between us and the storm it is a concealing veil.

Like the ivy vine in its growth of beauty has been the development of this and many other good things from their early beginning. The same characteristics in the present plant as at first, but by advantages of soil, water and sunshine, more perfectly developed. Perhaps the growth we so admire now will be as a dwarf compared with the giant of the future.

Slowly and surely advancing, extending a willing and guiding hand to weary, anxious students, helping them up a round or so of the ladder they are striving to climb.

At first the scholars were few in number, gathered in a public hall, with none of the conveniences for, and aids to, study the student now possesses. But throbbing in the hearts of those few, and sustaining the earnest teachers in their work, was the true, deep, and constant element of life which his since grown into the present admirable proportions. Those of us who have in our hearts the memory, and in our lives the experience, of those early days, realize the magnitude of the change better than those who every day enjoy the results of growth. Then we were seeking light; now this organization is a shining beacon on the shores of knowledge: then we were almost overpowered; now, this school is a fort garrisoned against ignorance.

Those who have profited by the existence of this Normal school are an organized force in the State; but suppose that years ago the commander of the little company had surrendered to adverse circumstances? Time would have been required to recover from this defeat; and, instead of its present position and prosperity, this Institution might have been struggling for a firm foothold. Give the honor due to the pioneers in any undertaking. Although they are out of the service, remember the good work they so earnestly began, of which we enjoy the many benefits. Cover all mistakes with the embroidery of gratitude:

"No earth-born will  
Could ever trace a faultless line;  
Our truest steps are human still,  
To walk unswerving were divine."

As year after year new members are added to this association, it is increasing, not only in numbers, but in ability, and power, and culture. In corresponding ratio should the refining and elevating influences of education increase in the hearts and homes of the land.

Every good teacher at work is a missionary, planting with cautious care the seeds of future civilization and advancement. By the teachers in the pulpit and the school-room, is the popular thought to be liberalized and broadened. They are the ones to touch the daily life of humanity; to cleanse and elevate it from all things low and grovelling; the ones to lead in the way to clearer

heights and a purer atmosphere, whose inspiration shall be life.

Many of the members of this association have been teachers, some one, some ten years; others are yet to begin the work. The experienced teachers often acknowledge their need of strength. The others are strong and anxious to undertake, that they may speedily conquer. For all there is room and abundance of work, brain-wearing, and to many body-breaking. Only the brave heart in the undertaking makes the issue successful, or the burden patiently carried.

The thought, that to teach one must have so much patience, is trite and true; but I have found that teachers need more charity,—the "charity that suffereth long, and is kind." When quiet and kindly influences seem to fail; when perseverance brings no evident results; when you know not what to do, then stop and think. Do I know from what kind of homes these children come? Make the effort to know, and light will break where it is most needed. In many homes broods the blackness of desolation; no household loves; no sacred family bonds; no restraining affection or influence. Drunkenness, poverty and crime have done their fearful work in the parent's life, and in the child's. The teacher has, for a little while, this child to control and instruct. Think of the blighting influences in the child's surroundings; we will not say home, for in the true heart-meaning he has no home. O earnest teacher! try to do him all the good you can. In some of the homes of wealth children are under different but not better influences; vanities that poison the life, indifference to others that hardens the heart and dwarfs the soul. Arm for the fight, brave teacher!

Do not think to yourselves, we will leave all this to Mission Sunday Schools and Churches. These are but aids in the great work we are all united to do. Do not impoverish the heart to enrich the intellect; do not develop the reason and forget the finer amenities of every day life. The courtesies of life are the flowers, not only beautiful, but necessary, if the plant perfect or complete its life. Establish the genial pleasantness of a true home in the school-room. Children are not machines, quiet and useless until some outside agent gives the power of motion, and action of life. The ability to act is in the child, not an outside agency. Teachers and parents ought to be but the directing and controlling power, remembering as they guide that children have rights grown people are bound to regard. Establish between scholar and teacher the connecting link of respect, and the work is well begun. In the future some of this good seed shall grow and blossom and bear precious fruit, in the lives of true men and true women, guided and kept in the right way by the teacher's helping hand.

Whether the teacher find his work in the city, where hundreds of children come from the crowded, unhealthy homes, or in the quiet country places, where the bare feet of childhood patter through the dust or bound over the

fragrant grass, in both situations are needed the skilful hand, the capable head, and the sympathetic heart. The best teachers shun the country because the pay for their work is insufficient. For this reason, too frequently, the schools in small towns and country districts are under the control of incapable men, or women of equal, perhaps better, qualifications, working for less wages. Will the day ever come when the people will know that money expended for good school-houses and competent teachers will do more for their children than hoarded wealth or extensive farms, accumulated to dead ignorance in costly merchandise? Give the children opportunities for mental improvement; then, if with the undecaying wealth of a good education they can be the heirs to fortunes, it is well. But never sacrifice the first to gain the last.

“A school-house plant on every hill,  
Stretching in radiate nerve-line thence,  
The quick wires of intelligence.”

Educate the children of the land, and there “will be prosperity in all her palaces;” educate the rich so that they may know how to use their riches; educate the poor so that they may have in their possession wonderful wealth; for “the man who has no money is poor, but he who has nothing but money is poorer.”

When will the time come that the recompense for the teacher’s work will be sufficient to encourage men and women of ability to prepare for and practice the profession of Teacher; when equally capable men and women shall be equally remunerated for the same amount and kind of work. Allow a woman to have the same opportunities for culture, the same advantages for improvement, and then the same fair trial a man receives under the same circumstances; if she fail, then it is her own fault; if she succeed, recognize the success, at least by proper compensation.

When a woman can become a successful merchant, physician or preacher, and do better in this capacity than anywhere else, there she ought to be. These are the rights we advocate: the hearty privilege and honorable opportunity to do for ourselves the very best we can. We must all be patient. Many things we earnestly desire do not come to us instantly, perhaps never.

“Heaven is not reached at a single bound;  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies;  
And we mount to its summit round by round.”

As we build let us strive to build strong and sure—not leave broken stairways under our feet. Every day the work progresses. These anniversary meetings are bright places in our every day life, and in the year’s ladder there is at least one shining step. For all of us each day has its duties; for some, burdening cares. While one walks through flowery, perfumed paths, another is dragging weary, thorn-pierced feet over stony ways.

The reunion of old and tried friends, the renewal of old-time associations, the presence of familiar faces, and the coming again to familiar places, make the last years seem as a dream of the night. But these things help us and strengthen us, cheer and light, after they are passed, the busy, wearied days of the coming year.

Nine years ago the members of the first graduating class organized this “Alumni Association.” Then there were ten members present; to-day forty were in session, representing nine different classes. The faces have changed since the earlier meetings; and those present then and again to-day have grown older and some of them sadder. Grief has pressed with heavy hand on some hearts. Sorrow has watched, a familiar guest, at some firesides. Death, “the angel with the amaranthine wreath,” has visited our number, and the faces we used to find so cheerful, the voices so pleasant, and the warm hands eager to welcome, have passed from our midst. To some sickness came as the herald, sometimes with brief warning, again with lingering agony. The speeding bullet from our country’s enemies was the death messenger to others. Whether they died at home, in camp, or on the battle-field, the thought of them is a fragrant memory. Some from whom we had hoped so much are resting with folded hands, the life-work they began so hopefully seeming incomplete to our short vision. Where they tried to build, others are busy now. The faces and forms, always to be absent, are with some of us as a living presence. The places where they were accustomed to be speak to us more forcibly than human voices, and the vacant chairs are occupied by unseen forms. With bowed head and reverent voice we stand before the majesty of death. The calm, ever-unchanging quiet we cannot disturb. Would we, if we could? Though the heart aches for one look of recognition, and we moan and cry for one more word, one more moment, would any of us bring back to our life the dear friend, the loved wife, or the darling child? In all our joyful reunions there ever runs the under-currents of sorrow and regret.

In a few years, comparatively, those of us here to-day will all be missing, teachers and scholars, and yet we know in the coming time the good work will still go on. This is our faith; as God needs great and good men and women for the fulfilling of His providences, they are always ready. Have we lived so far in life? if not, let us try so to live that we can say with Whittier:

“Break forth, my lips, in praise, and own  
The wiser love severely kind;  
Since, richer for its chastening grown,  
I see, whereas I once was blind.  
The world, O Father! hath not wronged  
With loss the life by thee prolonged;  
But still with every added year  
More beautiful thy works appear!

As thou hast made thy world without,  
Make thou more fair my world within;

Shine through its lingering clouds of doubt,  
Rebuke its haunting shapes of sin.  
Fill, brief or long, my granted span  
Of life, with love to thee and man;  
Strike when thou wilt the hour of rest,  
But let my last days be my best."

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*CHERISH HUMANITY'S BEST.\**

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ELLA K. BRIGGS.

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"There are crystal springs of nectar  
Ever welling out of stone;  
There are purple buds, and golden,  
Hidden, crushed and overgrown."

Shall we take a step backward to-day, and read from the chronicled page of deeds of valor? Shall we visit the pinnaclized heights of age, gray monuments, and, looking at results, trace the hand of genius and power? Or shall we, with aspirations that have thrilled the souls of others, search for the best in all we meet? Oh, this world of Humanity is broad, where the sunshine and shadow of life are ever mingling. Some there are who seem to love the shadow. The brightness of the heavens, the carolling of the birds, the perfume of the flowers, bear no message of gladness for them. The birds they do not hear, and the flowers, God's own pattern of perfect beauty, they crush beneath their feet. Life does not yield to us her richest treasures, because we are not strong enough to take only the true and good. Had an undercurrent of true purpose actuated the minds of past ages, richer in wonderful achievements would the world be to-day; richer in the development of science, and far richer in the embellishments of art. The ruins of Karnak, with its massive blocks of stone piled in towering grandeur, stand to-day the testimony of a power to us unknown; for over all hangs the mist of obscurity, which the most discerning minds have failed to penetrate. Their works live not for the promotion of any truth that will make the world better; and why? Because a Christian education had not taught them to cherish the knowledge whereby they were enabled to accomplish a work so stupendous, whose only record is the crumbling stone. With advancing civilization, mankind begins to feel the duty of perpetuation, though still in an imperfect degree. The idea may be traced in the pyramids of the East,—those tombs of kings, upon which was expended the wealth of nations, and the toil of many years, for the preservation of the mere worn-out casket of the soul. True, they may stand while kingdoms and thrones, crumbling, sink into oblivion. But what do they contribute to the great cause of humanity? Nothing. But now, the spirit of preservation, strengthened and ennobled by education, and the principles of true religion, extends throughout the length and breadth of the civilized world. There

are volumes on whose pages are recorded the achievements of nations, and the character of the ambition which led each to lay a corner stone in the foundation of human greatness. Great Britain is proud of her wealth. She decks herself with rare gems, and triumphantly holds before the world the richest diamond earth has produced, requiring a nation for its guard. But these are not America's best; she boasts not of royal honor, of sacred reliques, of coffers of untold wealth. Her glory lies in her men,—men tried in the wars of adverse circumstances; men whose station is not born with them, but to which they rise by firm and unfaltering steps; men like him whom God, in his own good time, perfected for the salvation and honor of our country; a man who, living, blessed a race, and, dying, lives a cherished model of patriotic love and Christian heroism.

But all that is great and good does not come before the world's eye. There are silent, secret influences, shedding, it may be, but one ray of light, yet that ray warms the whole soul, making it glow with high resolves. The mantle, thread-bare and brown, that is often passed slightly by, perchance may clothe the golden ore of deepest thoughts and feelings. God estimates souls, not stations and the highest thrones are to Him but as the pebbles by the sea shore. The cheerful peasant, honestly gleaning the scattered grain, has, with the throned monarch, equal right to man's ennobling name. Shall we cherish a clouded wrong, when there is sunny right? Shall we gloomily wander through the highways and by-paths of life, picking thorns and crushing flowers? True, there may be much in life that is dark and rough; but as we most value hidden pearls, so the best in Humanity will yield us richest strength, if carefully picked from the rubbish.

## VALEDICTORY.

To-day we stand upon the verge of a new era, opening before us with its broad fields for thorough culture. For three years have we received of the State rich bounty, fitting us to do better work for her and the nation.

We are proud to have drunk at a stream, springing from the solid rock of truth. We are proud to know, that each year this Institution receives added strength, making it a power felt far beyond the limits of our own State; and we are prouder still in the hope that thus it ever will move onward, while men of such high earnest purpose continue to stand at the helm, directing our vessel into waters, deeper and deeper, as the tide of years bears us on. The names of the President and Board of Education, chronicled with their deeds, shall live, firing with new zeal souls that enter these halls, and partake of the spirit within.

Heavily freighted with changes have been the past few years, placing them conspicuous in the history of this Institution. We eagerly await our work, with hopes bright, and plans all ready. For all your noble efforts in our be-

\* Valedictory. Commencement, Normal University, June 24th, 1869.

half, and for our able and efficient corps of teachers, many warm, heartfelt thanks are due you; but for their utterance our words are all too poor. For you, our honored President, our first guide, there is a chord in each that vibrates to-day, as the past, in all its varied reality, comes before us. The assuring smile, and first firm grasp of the hand that bade us welcome to these halls, are not forgotten. Many of us came here, children in mind, fresh from our prairie homes. We go forth men and women, strong in purpose, and stimulated to a noble life-work by the earnest enthusiasm, emanating so freely from your own. You have taught that he who would attain a true development of the soul's highest powers must of himself find the key that unlocks the hidden spring. You have taught that humanity is not an intricate maze of delusive dreams, but a reality of the deepest meaning. We will cherish the principles taught, and the determination to "Faint not, but labor, to labor and trust." True, you have not been wholly free from trials, trials that have stirred the deep waters of your soul. The thought, that through vain attempts, thoughtless acts, and seeming ungrateful spirit, we have added to these, tinges our hopes to-day with a shade of sadness. May our whole lives, devoted to the good of others, prove that your works live in those you have taught, and will live long after our Father has called you to lay life's burdens down. For our success you have all labored with untiring energy: each has sought to lay in the foundation of character some great truth that will enoble and beautify.

Here has the mind more fully opened to us the intricate workings of its wondrous faculties. Here we noted the mathematical exactness with which God's laws are fulfilled, both by flower petal and ocean tide. Outlines and delicate pencilings, together with the rich beauties of literature, and the radiant splendors of the vaulted sky, have alike indelibly impressed their truths upon our minds.

Schoolmates, when another term calls you to the classroom and the desk, though you will miss familiar faces, let thoughts of the absent ones sometimes visit you, lightening your burdens of care, as you so oft have lightened ours. As we pass out you will welcome others, and labor as before for the advancement of our common cause. We wish for you all success and honor, and may the fragrant flowers of kindness grow as thickly along your pathway as they ever have by ours.

Classmates, who to-day take the pilgrim staff, and go forth over the land; we, whose hearts so long have leaned upon the confidence of others, must learn to move all unsustained, save by the same great love of God. Our feeble arms must never tire; our stumbling feet climb upward ever, and, more than this, must aid the weaker ones that clamber by our side; must sow broadcast the seeds committed to our care, and perchance never see the golden grain. How much we need faith's clear, discerning eye to choose the best in all humanity. Engaged in our school

work here, we have felt heart-leapings, as well as heart-sinkings; storm and sunshine had each held its appropriate place. Shall we let past success make us careless? or past defeat destroy ambition? No! rather let success lead to new zeal, fit us for nobler conflicts, incite to higher aims, and defeat even nerve us for more untiring labors. Though we may never again, as a class, greet each other, let the interest we have learned to cherish here serve to keep unbroken the strong chain of friendship. Each morning we have together bowed to the great Giver of all good, yet once again:—

"Our Father, whose hand has led thus far,  
Whose love we trace in all events that are,  
Shed thou thy light o'er each diverging way,  
Let it shine brighter to the perfect day,  
Draw each heart closer, closer still to Thee;  
Thus, ever nearer shall the parted be,  
Till joined once more in thine eternity."

**EDITOR SCHOOLMASTER:**—In the June number of your paper is a criticism by "Quid Nunc," in which he attempts to criticize a Mr. "Noodle," as termed there, for remarks bearing on the practical, domestic education of young ladies.

We have not seen the article to which allusion is made, by "Q. N.;" but certain we are that if it savors as strongly of fogyism as does this criticism, the writer well deserves severe censure, and should be compelled to apologize to all the fair sex for doing such injustice to them.

Home education is not confined merely to boiling eggs and frying pork; but consists in ten thousand other accomplishments, to which the knowledge acquired at school is only auxiliary. The very personages whom he mentions as prominent in the possession of good qualities, were, and are so, from the fact that there was a symmetrical development of all that is good and desirable in human nature; and foremost in the curriculum is the ability to make a home what it should be—the most desirable place this side of Heaven. What is more desirable at a well spread table than the perfect grace of the young wife, doing the honors of the table? and can you set it down as a fact, that, if she does well her part at the table, she must be a stranger in the kitchen and pantry? Martha Washington, by being a good house-keeper, no doubt, was enabled to conquer a soldier to whom King George and his armies were forced to bend the haughty head.

"The time has come," says our critic, "when one does not have to learn everything by experience." True, there is a kind of knowledge, intuitive in its nature, and acquired by a sort of faith. Such knowledge is particularly adapted to small children; but is it any more so now than when Cain and Abel were children? Theoretical education may do for a sort of garb in which to make a fine show; but it should be labelled: Handle gently; for, like balloon gas, it is only for public exhibition.

Our friend's allusion to the Normal girls, is, in our opinion, rather unfortunate for him; for there we are told, over and over, that our knowledge is valuable to us, not in proportion to the amount acquired, but to the use made of it: hence we are often reminded that a little application were well as a seasoning. Physical accomplishment, more than mental even, is acquired only by practice.

Come back, Quid Nunc, come back! As sure as the world stands you are drifting away into some desert, where "silly girls" neither make puddings nor read English literature.

RUPERT.

#### ANNUAL MEETING OF THE ALUMNI OF THE STATE NORMAL UNIVERSITY.

The association convened at 2 P. M., June 23d, the day preceding Commencement, in the assembly room of the University. The President being absent, the meeting was called to order by a member of the executive committee.

John Hull, of Bloomington, class of 1860, was chosen President *pro tempore*.

About fifty of the Alumni were present, representing all the classes, but that of 1861, that have graduated at the University.

The Treasurer made a verbal statement of the financial condition of the association, and his report, when made regularly, was ordered to be published in THE SCHOOLMASTER.

Minutes of the previous meeting were read and approved.

It was moved to discharge the committee on "soldier's tablet." L. H. Roots offered, as an amendment, that the vacancy, occasioned in the committee by the demise of one of its members, be filled by the President. The amendment was withdrawn, and committee discharged. The following resolution was offered by T. J. Burrill:

*Resolved*, That Mr. E. A. Gove be appointed agent of this association, to devise and execute some plan for a memorial to those members of the Normal University who lost their lives in the late war; and that said agent be endowed to act, provided, that he shall have no authority to contract debts on the credit of the association.

Resolution adopted.

Report of committee on "an act of incorporation" was received, and ordered to be published.

It was voted that all graduates of the High School Department of the University shall be regarded as members of the Alumni Association; and the Secretary was instructed to inform them of their membership.

On motion, Mr. H. McCormick was added to the committee on revision and publication of the constitution.

The following resolution was offered by Mr. Phillbrook, and adopted by the association:

*Resolved*, That a committee of three be appointed by the President for the purpose of drafting resolutions, expressing the sense of this association upon the death of John H. Thompson; that a copy of the resolutions be presented to the parents

of Mr. Thompson, and also to his wife, and that they be published in THE SCHOOLMASTER, and spread upon the records of the association.

It was voted that the dinner be paid for from the money in the Treasurer's hands, and that the graduating class of 1869 be exempt from the payment of dues at this meeting.

The Board of Officers elected, for the ensuing year, consist of:

PRESIDENT—O. F. McKim, class 1865.

SECRETARY—Miss R. E. Barker, class 1868.

TREASURER—Enoch A. Gastman, class 1860.

EXECUTIVE COMMITTEE—The President, Melancthon Wakefield and Miss Hattie E. Dunn.

#### CLASS SECRETARIES.

Mrs. S. M. Strickler,	- - -	-	class 1860.
E. A. Gove,	- - -	-	" 1861.
L. H. Roots,	- - -	-	" 1862.
Mrs. E. F. Baldwin,	- - -	-	" 1863.
Miss H. E. Dunn,	- - -	-	" 1864.
Melancthon Wakefield,	- - -	-	" 1865.
Miss S. F. Raymond,	- - -	-	" 1866.
" E. H. Cotton,	- - -	-	" 1867.
" L. Kingsley,	- - -	-	" 1868.
" Jane E. Pennell,	- - -	-	" 1869.

The business meeting now adjourned, and the members of the association and invited guests repaired to the Normal Hotel to partake of the annual dinner. After the repast the Alumni met in the parlors of the hotel for social reunion. At 8 P. M. Normal Hall was well filled by an appreciative audience, that listened very attentively to the literary exercises of the Alumni. The Programme consisted of:—

1. Opening Chorus, - - - Led by C. H. Crandell.
2. A Paper, - - - Mrs. S. M. Strickler.
3. " " - - - Miss S. Grace Hurwood.
4. " " - - - John W. Cook.
5. Chorus, "Auld Lang Sync," Led by I. F. Kleckner.

The Association adjourned.

D. M. FULWILER, JOHN HULL,  
*Secretary.* *President.*

#### TREASURER'S REPORT.

E. A. GASTMAN, *Treasurer, in acc't with the Normal Alumni Association.*

1868.

June 26th, To amount on hand as per last report,...	\$53
" " To \$2 each from following members: Walker, Thompson, Gove, Cook, Ellis, Miss Wakefield, Harris, Dunn, Fulwiler, Case, Hattie Case, Hunter, Pennell, Misses Gorton, Mr. Wakefield, Smith, Bogardus, Seybold, Barker, Johnson, Hinman, McBane, Hodgin and wife, Foster, Burnham, Burrill, Russell, Jos. Hunter, Gastman, Edwards, and Hull and wife,.....	68
1868. CONTRA.	\$121
June 26th, By amount paid Cook for printing,.....	\$ 4 50
" " Dinner at Hotel,.....	75 00
" Balance in hand,.....	41 50

All of which is respectfully submitted. \$121 00

E. A. GASTMAN,  
*Treasurer Normal Alumni Association.*  
June 22d, 1869.

*AN ACT TO INCORPORATE THE ILLINOIS  
NORMAL ALUMNI ASSOCIATION.*

SECTION 1.—Be it enacted by the people of the State of Illinois, represented in the General Assembly, that the present members of the Illinois Normal Alumni Association, and such other persons as may hereafter become members of said Society, according to the constitution and by-laws thereof, be and are hereby created a body politic and corporate, by the name and style of "The Illinois Normal Alumni Association;" shall have perpetual succession, and by that name shall have power to contract, and be contracted with, to sue and be sued, plead and be impleaded, in all courts of competent jurisdiction; may receive, acquire, and hold real and personal property, as may be necessary for the uses and purposes of said association, and may sell and dispose of the same at pleasure; may receive, take, and hold any gifts, devises, bequests or donations which may be made; may have a common seal, and alter the same at pleasure; may make such constitution, regulations and by-laws as may be requisite for its government, and for carrying out the objects of the Society, and not contrary to the laws of the land, and may alter the same at pleasure.

SECTION 2.—The body hereby created shall elect and qualify such officers as their constitution and by-laws prescribe, and according to the provisions thereof, who shall hold their offices for such length of time, and discharge the duties thereof, in such manner as may be prescribed by the constitution and by-laws of the Society.

SECTION 3.—All deeds and instruments in writing for the conveyance of any of the property of said Association, shall be made under the corporate seal thereof, and signed and acknowledged by the President and Secretary thereof, in conformity with the laws of the State.

SECTION 4.—This act shall be deemed a public act, and shall take effect from and after its passage.

F. CORWIN,  
*Speaker of the House of Representatives.*  
J. DOUGHERTY,  
*Speaker of the Senate.*

Approved March 26, 1869.

JOHN M. PALMER,  
*Governor.*

UNITED STATES OF AMERICA, } ss. *Office of Secretary.*  
STATE OF ILLINOIS.

I, Edward Rummel, Secretary of State of Illinois, do hereby certify that the foregoing is a true copy of an act to incorporate the Illinois Normal Alumni Association, approved March 26th, 1869, now on file in this office. In witness whereof I hereto set my hand and affix the Great Seal of State at the city of Springfield, this 23d day of June, A. D., 1869.

EDWARD RUMMEL,  
*Secretary of State.*



**HIGH SCHOOL, BLOOMINGTON, ILL.**

The building shown above has just been completed for the use of the High School, Bloomington, Ill. It has a front of 66 feet on North street, and a depth of 77 feet on Oak street. The basement story is 9 feet in height, and is divided into rooms for the janitor's residence, play rooms, hall, and furnace rooms. The first and second stories have each 2 school-rooms; the third, or Mansard story, has but one. In addition to these the central projection, as seen in the cut, has, in the first story, the office of the Board of Education, and in the second and third stories recitation rooms. These rooms are 18 by 22 feet. The school-rooms are 26 by 36; the room in the third story 36 by 52. These stories are respectively 14, 15 and 17 feet in height. The entrances, one for boys and one for girls, are in the corner projections, and are connected by a hall three stories in height, in which are the stairways, landings, and passage ways for the different stories. This hall extends across the building, and is between the office and the recitation rooms in the central projection, and the school-rooms which lie back of them.

The architect and superintendent of the building is G. W. Bunting, of Bloomington. The contract price of the building was \$28,500. Add to this the "extras" and the cost of furnaces, furniture and fencing, and the building, when ready for use, will cost about \$35,000.

To speak ill upon knowledge, shows a want of charity. To speak ill upon suspicion, shows a want of honesty. To know evil of others, and not speak it, is sometimes discretion. To speak evil of others, and not know it, is always dishonesty. He may be evil himself who speaks good of others upon knowledge; but he can never be good himself who speaks evil of others upon suspicion.—*Warwick.*

The Scotch have a saying—"Who cheats me once, shame befall him; if he cheats me twice, shame befall me."

## The Schoolmaster.

JULY, 1869.

**ALBERT STETSON, Normal, Ill., } Editors.**  
**JOHN HULL, Bloomington, Ill., }**

Publication Office, - - - Bloomington, Ill.  
 JOHN HULL, Publisher.

Correspondents will address the Publisher as above.

PANTOGRAPH COMPANY PRINTERS, BLOOMINGTON.

## THE MONTH.

Our Editor-in-Chief, Prof. Stetson, has gone to the sea shore to spend the summer vacation. His address, until September 1st, will be Kingston, Massachusetts.

The careless proof-reading in some portions of SCHOOLMASTER No. 13 is due not so much to the above fact as to another,—that the publisher was so full of another matter that he was obliged to farm this portion of his work. We trust that we shall not again feel called upon to render an apology.

Elsewhere we give notices of the August Educational Meetings. It seems like a work of supererogation to urge upon all teachers to put in an attendance. The Institute at the State Normal University, and Dr. Bateman's examination for State certificates in connection therewith, because of their value to Illinois teachers, should not be forgotten.

Within the past year some of the more prominent teachers in LaSalle county have held a number of meetings for the discussion of subjects of special interest to them, as principals of graded schools. At their fifth meeting they decided to enlarge the field and to invite all school principals of the State to meet them in their "Sixth Meeting of the Society of School Principals," to be held at Aurora, July 6th, 7th and 8th. The executive committee, W. B. Powell of Peru, E. Aaron Gove of New Rutland, and Wm. Brady of Marseilles, present an excellent programme.

The Decatur *Republican* gives a cheering account of the growth of public sentiment in favor of the schools of that city. From an article on "High School Commencement," we clip the following:

"The immense throng of people that filled Powers' Hall to overflowing last Friday night furnishes proof of the increasing pride felt by our citizens in the success of the public schools. Two years ago, on the occasion of the first annual commencement of the high school, scarcely a respectable audience could be drummed up to witness the exercises—but that state of things has passed away, and future anniversaries of this character must be held in some larger building."

The programme of the commencement exercises was published in our last issue, and need not be repeated here. The graduates each and all acquitted themselves creditably, and gave evidence of the most careful and diligent instruction. We could not help contrasting the subjects of the various essays with those often heard at so-called "select schools," where accomplishments are taught and education neglected. There was no "Fairy Tale," nor "Whispering Melodies," nor "Sad Wails of Broken Hearts," nor "Polite Literature," nor the other nameless nothings, which ordinarily constitute the themes upon which young ladies, with a finished boarding-school education, usually dilate in simpering tones; but "Art," "Heroes,"

"Progress," "Our Experience," "Ruins," "Nineteen Hundred," formed the subjects treated of by the graduates of the school, which has no higher aim than to make practical men and women of its pupils.

The reading, too, was a charming contrast to that often heard (or rather *not* heard) at school exhibitions, examinations and commencements. Without appearing bold, the young ladies read in tones loud enough to be heard distinctly in the most remote portion of the hall, and the most casual observer could not but be impressed with the excellence displayed in this most beautiful of all accomplishments.

\* \* \* \* \*

We cannot close this article without expressing the gratitude which we, in common with every citizen of Decatur, feel towards Prof. Gastman and his able assistants. They have labored faithfully amidst the greatest discouragements, and we rejoice with them in the prospect that a better day is dawning for the Decatur High School."

The Secretary of the State Agricultural Society, Hon. John P. Reynolds, informs us that the Annual Fair, for 1869, will be held at Decatur, Ill., September 27th to October 2d, inclusive.

The fair will be held on the grounds of the Macon County Agricultural Society, which are first-class in every respect, being fitted up with large exhibition halls, stalls, pens, etc., so that exhibitors will be offered every facility. The hotel and boarding-house accommodations of Decatur will be ample, and low prices have been secured by action of the Board. The Premium List—copies of which can be obtained by addressing the State Agricultural Society, Springfield, Ill.,—is large, embracing all the industries of the country, and competition is open to the world. The different Railroads of the State will carry freight for exhibition free, and passengers at excursion rates.

The Secretary's office is at 19 and 21 Randolph Street, Chicago.

We gladly give place to the following letter from Gen. Hovey. Though written to the publisher of the SCHOOLMASTER it will give joy to the hearts of a multitude of friends in this State.

WASHINGTON, D. C., JUNE 24th, 1869.

DEAR HULL:—Somebody sends me the true number of your "Schoolmaster,"—the first I have seen. It looks well, reads well, deserves well. I know not whether I am indebted to you for this copy, and the memories it has excited, but I am glad to have seen it, anyhow. "The Schoolmaster" certainly has a pleasant face, and I hope it may always wear the smile of success.

Your friend,

CHAS. E. HOVEY.

## NORMAL GRADUATES—PERSONAL.

E. A. Gastman, (1860), since graduating has been connected with the schools of Decatur. He received last year a salary of \$1800. He continues in Decatur.

Peter Harper, (1860), taught one year (1860-1), then entered the army as a private, and came out with the rank of Major. He settled in Louisiana, and was elected to the Constitutional Convention, and afterwards to the Legislature of that State, which position he now holds. His address is Gassan, St. Charles Parish, Louisiana. He was married during the past winter.

John Hull, (1860), has just been nominated by the Republican party of McLean county, Ill., to the County Superintendent of Schools.

E. Aaron Gove, (1861), has accepted a call to the principalship of the Public Schools of Normal.

P. R. Walker, (1861), continues in charge of the schools of Denison, Ogle county.

Miss E. M. Sprague (1862), is head assistant of the Skinner School, Chicago.

John W. Cook, (1865), has been elected to a Professorship in the State Normal University, at a salary of \$1750.

Miss Sarah E. Raymond, (1866), has been promoted to the principalship of one of the ward schools of Bloomington. Salary \$750.

Philo A. Clark, (1866), is an insurance agent at Fremont, Nebraska.

Miss Emily H. Cotton, (1867), goes into the Bloomington High School.

Miss Lucia Kingsley, (1868), continues in charge of the Primary Department of the Model School, State Normal University.

Miss Eliza A. Pratt continues as assistant in the High School, Bloomington.

Mr. and Mrs. S. Bogardus return to Marengo, at advanced salaries.

Henry McCormick, (1868), has been promoted from the public school, Normal, to a Professorship in the Normal University.

George G. Manning, (1869), takes charge of the schools of DeKalb, DeKalb county.

#### AUGUST MEETINGS.

**ILLINOIS STATE TEACHERS' INSTITUTE.**—By a vote of this body at its session of last year, a meeting of two weeks will be held, beginning August 9th, 1869. As usual, the members of the Normal Faculty will be present during the entire session. Efforts are making to secure the help of distinguished educators and others from other States. Every pains will be taken to make this session of the Institute the most interesting and profitable in its annals. This meeting will furnish an excellent opportunity to teachers for securing good situations, and to school officers for securing good teachers. A committee is always appointed to conduct such negotiations. Last year a large number of teachers were thus furnished with schools. It is the intention this year to divide the Institute into sections for discussing respectively the methods and work of High, Grammar and Primary Schools.

We intend to make this year's meeting the best in the series.

RICHARD EDWARDS,  
*President State Teachers' Institute.*

#### DEPARTMENT OF PUBLIC INSTRUCTION.

*Superintendent's Office,*  
Springfield, June 29, 1869. }

An Examination for State Teachers' Certificates will be held at the State Normal University, on Tuesday and Wed-

nnesday, the 10th and 11th of August next, *provided* not less ten applications from teachers desiring such Examination, and engaging to be present, are received at this office by the 20th of July.

As soon as the required number of applications are received, the fact will be duly announced to all concerned, by letter or otherwise, from this office, so that all having timely notice may govern themselves accordingly. Prompt action is requested, as no examination will be held unless at least ten teachers in the State desire it; and there will not be time to prepare and print the questions, etc., unless the holding of the examination can be definitely determined upon by the time designated, (July 20th.)

Circulars giving full information of the manner of conducting the examination, and of the branches and topics embraced therein, will be furnished, on application, to all who propose to attend.

The Annual Session of the "ILLINOIS STATE TEACHERS' INSTITUTE," will begin August 9th, and continue two weeks, so that candidates for State Certificates will also have the opportunity of attending the meetings and participating in the exercises of that body, which has already become an established State educational agency of the highest character, and of commanding influence and power. It is expected that the coming session of the Institute will be the most vigorous, interesting and profitable in its history, and the most largely attended. The class to be examined for the State Professional Diploma ought also to be the largest that has ever yet convened. It is for the teachers of the State to determine how this shall be.

NEWTON BATEMAN,  
*Superintendent Public Instruction.*

**AMERICAN INSTITUTE OF INSTRUCTION.**—This wide-awake association, which is largely attended by people from New England and the Middle States, will hold its fortieth annual meeting in Congress Hall, Portsmouth, N. H., on the 3d, 4th, and 5th of August.

**MEETINGS OF THE NATIONAL ASSOCIATIONS.**—The Educational meetings to be held in Trenton, New Jersey, on the third week of August, promise to be a distinguished success. Three great national associations hold their annual meetings there that week. The Association of State Superintendents meets on Monday, August 16; that of Normal School Principals and Teachers, on Tuesday; and the General Association of Teachers, on Wednesday, Thursday and Friday. The arrangements for these meetings are already considerably advanced towards completion.

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The first annual meeting of the Southern Illinois Educational Association will be held at Mattoon, commencing Tuesday, 31st proximo. The Illinois Central and the St. Louis and Indianapolis railways will give free return tickets.

## A TRIBUTE TO THE CLASS OF '69.

ALICE C. CHASE.

It is life! we see it, feel it  
In each breath of perfumed air;  
O'er the waving grass and flowers,  
Its blush is everywhere!  
Through the fever'd veins of Nature  
Fast does its hot tide flow:  
We can feel the ceaseless throbbing,  
As the leaves and blossoms grow.

And hark! a hum, a breathing,  
A thrill of life within,  
Wakening to the call of Nature,  
The old hive swarms again!  
A little band of workers  
Are poising to take wing;  
All the hive is hum and motion,—  
Even drones are wakening.

Together, faithful brothers  
We have in love long toiled,  
We have sought out Learning's flowers,  
And their richest wealth have spoiled;  
We have shared our toil together,  
And our rest when toil was o'er,  
But henceforth we work without you  
And at rest—ye come no more.

Adieu—our faithful workers,  
Henceforth from other flowers  
Rich honey-dew your toil shall bring—  
But ye store it not with ours.  
In our working and our resting  
We shall feel your loss with pain  
Our love can ne'er forget you,  
But you come not back again.

Onward! where we have not journeyed  
Toward the setting of the sun,  
Onward! for your task is endless  
And has yet been scarce begun!  
Gathering our great Maker's blessings,  
Store them, not yourselves to bless,  
But that you may give to others,  
Life's best wealth and happiness.

God bless you! loyal workers,  
In his might we send you forth  
Remembering that his blessings  
Give your victories all their worth;  
Gathering sweetness from all flowers  
To the west your true course take,  
And ever of your name be worthy  
For the dear old hive's sake!

## COMMENCEMENT AT THE NORMAL UNIVERSITY.

A throng of visitors much too great even to admit of admittance to the spacious hall of the University, assembled to attend the tenth Commencement.

After prayer by the Rev. G. S. Dicker-  
man, an opening anthem was given with stirring energy. This was followed by literary and musical exercises, of each of which we have a word to say.

Salutatory and Oration: "He who would climb must grasp by the branches, not by the blossoms." Ben C. Allensworth, Tazewell county. After a graceful welcome to the audience, the speaker proceeded to develop his idea of the fun-

damental in education. Deprecating the use of the classics in the schools, he advocated with skill and power the laying of a foundation firm and strong, of a culture practical and symmetrical, and suited to the needs of the present age.

Oration: "The Law of Life—Give and Take." George W. Mason, McLean county. A solid and sensible oration, based upon a grand idea, which was skilfully stated and illustrated.

Essay: "Double Entry." Maria L. Sykes, Henry county. Under this novel title the thought of human responsibility for the right use of time, talents and opportunities, was ingeniously illustrated. A worthy essay and well read.

Oration: "Worth of Political Parties." Gratiot Washburne, a graduate of the High School. A careful statement, based upon history, of the rise, progress and triumph of political parties, and their services to the State in ancient and in modern times. Mr. Washburne (who is, by the way, a son of our present Minister to France), is a graceful speaker, and his peroration was particularly pleasing.

Essay: "Thorough Culture the only True Culture." Lucretia C. Davis, Warren County. Sound in sentiment, simple and unaffected in delivery. The introduction was particularly neat.

Song: "The Star of Love." Mary Hawley. A beautiful melody, rendered with exquisite skill and taste.

Oration: Centripetal and Centrifugal Forces in Republics—Both Necessary." Wm. R. Edwards, Wisconsin. The need of a strong central power to counteract the disorganizing tendencies in a Republic, was the leading idea, which was fully and fitly illustrated. Mr. Edwards is a good speaker.

Essay: "Value of Great Men to the Race." Helen M. Wadleigh, LaSalle county. Thoughtfully written and carefully read.

Oration: "The Hermit and the Man." Charles Howard, LaSalle county. A careful analysis was given of the reasons which lead men to seek refuge in the hermit's cell. The oration was delivered with spirit.

Essay: "Character in the Teacher more to be desired than Attainments." Lizzie S. Alden, Peoria county. The imperative need in the teacher of an upright character was clearly and truthfully stated.

Oration: "The Future of England." Charles W. Moore, McLean county. This was a very worthy effort, based upon an intelligent study of the subject. The impolicy of war between this and the

mother country was clearly shown. The speaker was interrupted by hearty applause at a side reference to certain unworthy Americans.

Opera Chorus: "Hope Brightly Beams," a beautiful and inspiring piece.

Oration: "Labor is King." Isaac F. Kleckner, Stephenson county. The subject is a trite one, but was invested with fresh interest. The speaker pronounced genius a "scarce article," with which conclusion all must agree. Mr. Kleckner's essay and unconstrained delivery added attractiveness to his very worthy effort.

Essay: "The Power of Verse to Perpetuate." Melissa E. Benton, Lee county. The essayist was very happy in her illustrations, and read with clearness and force.

Oration: "The True Source of a Nation's Life." George G. Manning, Whiteside county. The vigorous and animated delivery of this speaker rendered very effective his very sound and sensible speech.

Piano Duet: "Dance of the May Queen;" by Prof. Parker and Miss Lela Dexter. A superior performance.

After a brief recess, a fine trio was sung by Misses Hawley, Smith and Overman. It was most sweetly sung.

Oration: "Scholarship a means, not an end." James W. Hays, Champaign county. The wise remark of Milton, "I care not how late I come into life, so that I come fit," appropriately introduced one of the best efforts of the occasion. That superficiality which is the bane of American scholarship was fully criticised, and the high ambition which should animate the student, eloquently set forth.

Oration: "Can our Schools save the Nation?" Hugh R. Edwards, Wisconsin. That the future perpetuity and glory of America depends upon her common schools, was the appropriate theme of a speech which was delivered with spirit and power.

Essay: "Water." Jennie Pennell, Putnam County. A novel subject for such an occasion, but very neatly and诗etically treated. The simple substance that sparkles in the dew-drop, forms the snow-flake and icicle—nature's jewelry—sings in the streamlet, rolls in the river, roars in the cataract, and belts the world in the illimitable ocean, was so described as to interest the large audience.

Oration: "The Ministry of Poverty." Christopher D. Mowry, Kane county. "Give me neither poverty nor riches—especially poverty," was the prayer, doubtless sincere, of a worthy rustic. That poverty has its ministry of good we all of us (jesting aside) must acknowledge, and

this was the theme of this handsomely delivered oration. The speaker was interrupted by applauses.

*Opera Chorus*: "Oh! hail us, ye free;" Albeit unmusical, this magnificent chorus stirred us to the bottom of our boots. It was thrilling. And here we may say, that for the superior music of the day the chief praise is due to Prof. Parker, of Bloomington.

*Oration*: "Our National Prosperity." Alfred C. Cotton, Pike county. This speaker gave a spirited review of the progress of our country. Some points were very impressively presented; in particular, the statement, unquestionably a true one, that with all our boasted intelligence, ignorance still holds the balance of political power.

*Oration*: "Ancient and Modern Patriotism." Charles H. Crandell, Putnam county. This was second to no exercise of the occasion in the literary skill and culture which it exhibited, and was delivered with warmth and earnestness. The speaker regarded modern patriotism as in no respect inferior to the same virtue as exhibited in former ages and nations.

*Essay and Valedictory*: "Cherish Humanity's Best." Ella K. Briggs, Logan county. This worthy essay was pervaded with the most cheerful spirit. The valedictory was brief, but expressed in well selected and touching words. The fair speaker, as well as all her classmates who preceded her, was greeted with so many floral offerings that the platform blossomed like a flower garden at the close.

The graduating class received their diplomas from the President after a speech to which no brief report will do justice. It should be published entire.

Hon. S. W. Moulton, President of the State Board of Education, and the only remaining member of the "original fifteen," made a brief, but excellent address. He touched the key-note of modern progress by his reference to the present inequality of the two sexes in the matter of compensation, especially for the work of the school room, and looked forward prophetically to the day when men and women should stand on an equal footing in respect to civil and political privileges.

Thus ended what is generally regarded as the most successful of Normal Commencements.

#### THEORY OF AURORAS.

The Polar Light is a light which is frequently seen near the horizon, bearing some resemblance to the morning twilight, whence it has received the name of auro-

ra. In the northern hemisphere it is usually termed "Aurora Borealis," because it is chiefly seen in the north. A similar phenomenon is also seen in the southern hemisphere, where it is called "Aurora Australis." Each of them may, with greater propriety, be called "Aurora Polaris," or *Polar Light*. They exhibit an endless variety of appearances. In the United States an aurora is uniformly preceded by a hazy or slatey appearance of the sky, particularly in the neighborhood of the northern horizon. When the auroral display commences, this hazy portion of the sky assumes the form of a dark bank, or segment of a circle, in the north, rising ordinarily to the height of from five to ten degrees. This dark segment is not a cloud, for the stars are seen through it as through a smoky atmosphere, with little diminution of brilliancy. This dark bank is simply a dense haze, and it appears darker from the contrast with the luminous arc which rests upon it. In high northern latitudes, when the aurora covers the entire heavens, the whole sky seems filled with a dense haze; and in still higher latitudes, where the aurora is sometimes seen in the south, this dark segment is observed resting on the southern horizon and bordered by the auroral light.

Auroras are sometimes observed simultaneously over large portions of the globe. The aurora of August 28, 1859, was seen throughout more than 140 degrees of longitude, from Eastern Europe to California; and from Jamaica on the south to an unknown distance in British America on the north. The aurora of September 2, 1859, was seen at the Sandwich Islands; it was seen throughout the whole of North America and Europe; and the disturbance of the magnetic needle indicated its presence throughout all Northern Asia, although the sky was overcast, so that at many places it could not be seen. An aurora was seen at the same time in South America and New Holland. The auroras of September 25, 1841, and November 17, 1848, were almost equally extensive.

The height of a large number of auroras has been computed, and the average result for the upper limit of the streamers is 450 miles. From a multitude of observations it is concluded that the aurora seldom appears at an elevation less than about 45 miles above the earth's surface and that it frequently extends upwards to an elevation of 500 miles. Aurora arches having a well-defined border are generally less than 100 miles in height.

Auroras are very unequally distributed over the earth's surface. They occur most frequently in the higher latitudes,

and are almost unknown within the tropics. At Havana, in latitude 23 degrees, but six auroras have been recorded within a hundred years, and south of Havana auroras are still more unfrequent. As we travel northward from Cuba, auroras increase in frequency and brilliancy; they rise higher in the heavens, and often ascend to the zenith. Near the parallel of 40 degrees we find, on an average, only ten auroras annually. Near the parallel of 42 degrees the average number is twenty annually; near 45 degrees the number is forty; and near the parallel of 50 degrees it amounts to eighty annually. Between this point and the parallel of 62 degrees, auroras, during the winter, are seen almost every night. They appear high in the heavens, and as often to the south as to the north. In regions further north they are seldom seen except in the south, and from this point they diminish in frequency and brilliancy as we advance toward the pole. Beyond latitude 62 degrees the average number of auroras is reduced to forty annually. Beyond latitude 67 degrees it is reduced to twenty; and near latitude 78 degrees it is reduced to ten annually.

Auroral exhibitions take place in the upper regions of the atmosphere, since they partake of the earth's rotation. All the celestial bodies have an apparent motion from east to west, arising from the rotation of the earth; but bodies belonging to the earth, including the atmosphere and the clouds which float in it, partake of the earth's rotation, so that their relative position is not affected by it. The same is true of auroral exhibitions. Whenever an auroral corona is formed, it maintains sensibly the same position in the heavens during the whole period of its continuance, although the stars meanwhile revolve at the rate of 15 degrees per hour.

The grosser part of the earth's atmosphere is limited to a moderate distance from the earth. At the height of a little over four miles, the density of the air is only one-half what it is at the earth's surface. At the height of 50 miles the atmosphere is well-nigh inappreciable in its effects upon twilight. The phenomena of lunar eclipses indicate an appreciable atmosphere at the height of 66 miles. The phenomena of shooting-stars indicate an atmosphere at the height of 200 or 300 miles, while the aurora indicates that the atmosphere does not entirely cease at the height of 500 miles. Auroral exhibitions take place, therefore, in an atmosphere of extreme rarity; so rare indeed, that if, in experiments with an air-pump, we could exhaust the air as completely, we should say that we had obtained a perfect vacuum.

The auroral beams are simply spaces which are illumined by the flow of electricity through the upper regions of the atmosphere. During the auroras of 1859 these beams were nearly 500 miles in length, and their lower extremities were elevated about 45 miles above the earth's surface. Their tops inclined towards the south, about 17 degrees in the neighborhood of New York, this being the position which the dipping-needle there assumes.—Professor Loomis, in *Harper's Magazine*.

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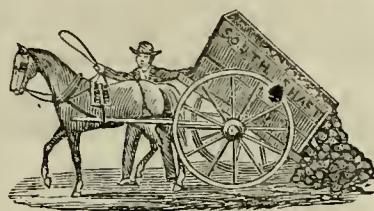
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## ANCIENT AND MODERN PATRIOTISM.

C. H. CRANDELL.

With us the love of country is the strongest power to move us, next to our love of God. Indeed the verdict of nations pronounces him who counts not his country dearer than wealth, friends, life, all else, as unfitted to share the benefits of our common brotherhood.

Men of ancient times cultivated the virtue of patriotism to a high degree. The bravest and the best laid their lives as sacrifices upon the altar of their country. Yet there is a difference between the patriotism of those old times and the inspiration which now actuates men to deeds of self-sacrifice for the land of their birth or of their adoption.

Cato well illustrated one element in the devotion of ancient heroes to their country, when, in the Roman Senate, upon every occasion of voting, he added, "I vote moreover that Carthage be destroyed." Hatred to rival nations was the test for love of native land; and war upon rivals and the subjugation of them, the legitimate result.

tion of duty to the interests of society; and patriots formed

Again, the masses were destitute of any well-defined notion, not the rule. True there were bloody battles, there were daring deeds of heroism, there was a Sardis, a Thermopylae, a Tyre, a Carthage; but the conflicts, long and fierce, which these suggest, were not the result of the inspiration of that patriotism which nerves the arm and fires the blood of the patriot of to-day. Then ambitious leaders deceived the masses into the belief that the marshalling of hosts was dictated by the sacred oracle; that the seige, the storm, the sack, were determined by the fiat of fate. When Cyrus led forth his armies to victory, how many in all the vast array, think you, had a definite idea of the real causes which aroused them to action; and how many of the few who may have fully understood them were actuated by genuine love of country? When the three hundred Spartans defended the narrow defile of Thermopylae, how many of those oft-praised heroes were actuated by pure patriotism? When the Greeks laid seige to Tyre, watched, waited and slew, how many of those sturdy men thought that they were giving up everything for the reverence they bore to their native land; and how many of the beleaguered, suffering as only the beleaguered suffer, endured with a motive any higher than that of preserving the rich treasures with which the accumulation of centuries of

prosperity had filled her vast coffers? The answer must be—very few.

Cyrus was impelled by ambition; and his hosts followed where he led, regardless of the principles upon which he fought. The Spartans fought because they were educated to do so. They were taught that there were glory and honor in war, but degradation in pursuing the peaceful arts. Thermopylae was defended chiefly because the Spartans were taught that it was cowardly to fly, and because their laws condemned a coward to a terrible disgrace.

We said that the patriots of oiden times were the exception, not the rule. Greece at an early period as a nation was remarkable for a love of liberty, for wisdom and sound government; but the patriotism of the masses of her people did not lift her above those petty dissensions which ultimately resulted in her ruin. Rome was ever disturbed by intestine troubles. Patrician and plebeian looked with jealous eyes upon each other. Even her great men were bitterly envious of him who among their number may have gained most favors with the populace; and assassination was common. The love of country had no root in the hearts of this people to enable them to stand firm against internal storms, and the wooing gales of flattery coming in the shape of bribes from foreign foes. These two countries furnish a good illustration of all the ancient nations. Yet these countries had their patriots.

Of the names that memory suggests, Aristides, Cincinnatus, Regulus, Fabius, Cato, and Themistocles, the first three only may properly lay claim to the name of patriot. There is little, either in the life of Fabius, Cato, or Themistocles, which leads the mind to conceive of anything beyond the cool, calculating, military hero. The consideration of self-aggrandizement pervaded the daily life of each, if history be true.

We are sometimes awed into a mysterious reverence by the repetition of the maxims and sublime utterances of these old heroes. We are led to believe, oftentimes, that the history of modern nations furnishes no record of such noble sentiments; and that, consequently, patriotism as it has been exhibited for eighteen hundred years knows no equal to that of the centuries previous.

Aristides truly made his name immortal, when, with a noble self-sacrifice, he dared the dangers of the Persian fleet, and submitted himself to his rival, Themistocles, saying: "If we are wise we shall henceforward lay aside vain and childish dissension and strive with a more noble and

useful emulation which shall render best service to his country, you by commanding, and I by obeying your orders."

Cincinnatus gave to the world an example of a man whose highest ambition was to save his country without even the smallest reward, returning to the peaceful pursuit of agriculture after having conquered the *Aequi*. Regulus will ever be remembered as a noble martyr, as men down through the ages yet to come recall the story of his captivity, his visit to Rome, his speech in the Senate, and his return to Carthage true to his oath. But we shall see that modern history furnishes equally high and exalted examples of pure devotion to country.

We have thus shown that ancient patriotism taught war and subjugation; that it was exclusive; and that as a result the masses were ignorant of the interests of society; and that patriots were the exception, not the rule. We shall now attempt to prove that modern patriotism teaches peace, equality, and good-will among all nations; that it is diffusive; and that as a result the masses are moved by devotion to the interests of society, every man, in his own God-given individuality, being a patriot.

Show us a nation to-day that does not shun war as a terrible calamity, and we will name one which bears not the stamp of the wisdom and benevolence of the nineteenth century. When war is impending between two great powers, how quickly do the counsels of the nations convene to devise some method to prevent the shedding of the blood of brothers! And when the clarion of battle sounds afar, and the thick pall of carnage shrouds the earth in gloom, how joyfully do all people in all lands hail any indications of the return of peace! Truly, the nations are fast becoming a band of sisters, each guarding carefully the interests of every other while striving to unite her own people in the most earnest devotion to her cherished institutions and laws.

"I have come," said General Joseph Warren to Colonel Prescott, when the latter offered him the command at Bunker Hill, "I have come to take a lesson of a veteran soldier in the art of war." And again: "I know that I may fall, but where is the man who does not think it glorious and delightful to die for his country?" These were the words of America's first martyr; for although they were uttered centuries before, yet never was fully revealed the true spirit which they breathe until Warren spake and died. Where now, by the side of this, is the halo which surrounded the memory of Aristides? It pales before a brighter, purer, holier radiance that lingers upon the proud monument of Bunker Hill.

If we would find examples of men like Cincinnatus, we have only to look about us on every hand. The heroes of many battles are with us pursuing the peaceful vocations of life, scarcely claiming the need of victory. But if you demand that we shall designate a man pre-eminent in modern times who stands upon an equal footing with Cin-

cinnatus, we will pronounce the name of George Washington. Shall we find a parallel to the example of Regulus? "I will open a passage into the line; protect, dear countrymen and confederates, my wife and children," and so saying, Arnold von Winkelreid, the noble Swiss hero, grasped all the pikes within his reach and burying them in his own bosom made way for the victory of his comrades. If we have failed in our attempt, let us call attention to one who but a few years ago calmly and deliberately gave up all for the duty he owed his country, and in the magnanimity of his generous, unsuspecting nature, yielded up his life, a victim to as foul a conspiracy as ever blackened the annals of time.

The names we have spoken are only a few of the many which are indelibly written on the pages of history. Alfred, Bruce, Wallace, Lawrence, Ellsworth and Lyon will each ever shine as a star in the crown of his country's rejoicing. And not only these, but multitudes in the rank and file of military and of civil life may be seen hereafter, as the historian shall record, among the first upon the patriot scroll. For, whereas, in olden times the masses moved wherever the aspiring, the intriguing leader dictated, now they follow on in the light of their own understanding, every man knowing for what he labors.

If it is asked what has wrought this great change, we answer, Christianity. In the centuries anterior to Christ patriotism was exclusively confined to few nations and to few individuals of those nations. But that Christianity which leads man to know himself, and to know his fellow man and his interests, in proportion as he knows his God, has diffused the spirit of patriotism among all classes in all nations. Henceforth we may look for the true spirit of patriotism, not alone in kingly palaces and in stately Senate halls, but we may find it even in its holiest mien in the humble cot of the rude peasant.

And when the voice of prayer and praise to God shall echo and re-echo in every land, then may we experience the "good time coming." Every man shall be a patriot ruler caring not only for his own interests, but looking abroad and carefully guarding the interests of human society in the strength of the love he bears his Redeemer.

#### THE TRUE SOURCE OF A NATION'S LIFE

GEORGE G. MANNING.

The index of a nation's prosperity and perpetuity is its government. And this is an outworking of the spirit of the people, and holds a constant relation to their moral and intellectual condition. Where ignorance and corruption exist among legislators, it is safe to conclude that their constituents are of like character, or that they have become criminally negligent in performing one of the greatest duties imposed upon men.

In reviewing the history of nations from their beginning up to the present time, we find that there has been a con-

stant change going on. Nearly every age has developed a different and a better form of government than that preceding it. In every generation tyranny has contracted its bounds. Despotisms have become constitutional monarchies. Constitutional monarchies have become aristocracies; and aristocracies are becoming republics. Almost every influence that has been working has flowed in one direction, and that is toward elevating, educating, and extending power to the great mass of mankind.

The greatest step in this advancement, was taken in the eighteenth century, when a band of patriots, weak in numbers but strong in the faith that God would sustain the right, were driven to the necessity of cutting loose from the despotic power of Europe. They declared that all men are endowed by their Creator with certain inalienable rights; that among them are life, liberty and the pursuit of happiness. And these men, in order that they might best secure their rights, established a republican form of government, one in which the people were to be sovereign. This theory, of the people's right to rule, was in direct antagonism to the principles of government universally prevalent in the Old World, and the political sages of Europe looked for the speedy overthrow of the infant commonwealth. But our fathers sustained it through the storms of its early life, and left it as a heritage to us. We, in accepting this legacy, were pledged to sustain the views which cost them so dearly, by a triumphant demonstration of the superior position which a great body of people can attain when obliged to govern themselves. The hopes and best wishes of the masses throughout the civilized world were on our side, while the interests of kings and nobles were against us. They had no faith in the possibility of our success; they looked for the certain breaking up of our Union; they believed that the fragments of our confederation would be a perpetual reproach upon the modern theory of equal rights, and be the means of re-establishing the old as the only practical form of government.

Nearly a century has now passed and we have grown to manhood. How well have we met the expectations and desires of the masses who love and cherish liberty, and how much have we disappointed hereditary monarchs, and nobles?

Surely in many respects we have made rapid progress. Our wealth, population and territory, already equal that of the most powerful nations of the earth. But are these the elements upon which a nation's strength and perpetuity are based? Spain once rolled in opulence. What is her condition to-day? China has the greatest population of any nation in the world. But her weakness consists in her numbers. Alexander counted his territory by continents; simultaneous with his fall, fell his empire, and it was dashed into a thousand fragments.

By considering these facts we are led to see how narrow the foundation upon which rests the safety of our great republic; how slight the force required to unbalance it, and to shatter it into as many divisions as now mark the geography of Europe.

This indeed is a fearful subject for an American freeman to contemplate; but it is our duty to look the danger in the face, in order that we may guard against it. Has our moral and intellectual strength increased with our wealth, our population and our territory? This is the vital question which we are called upon to answer. Vital because upon it depends the very life of our Union.

Let a glance at our present Congress furnish the answer, at least in part. How many Yateses, Saulsburys, Pat-tersons, Ingersolls, Morrisseys and McDougals are there found who have not manhood enough to control their passions, and who consequently allow themselves to become more degraded than unreasoning brutes? How many have we there who spend the most of their time in revelry and riotous living? How many have we there ready to sell their souls and their country to the "Whisky Ring?" Alas! the answer makes the heart of every honest man grow sick. And yet the rulers are the responsible parties, for we, either directly or indirectly, have placed these men where their vices have become the by-word of the nation.

Thus far God has favored us as a republic. He has given to us in each generation a few staunch, honest, reliable men who have served as a rudder to the Ship of State. But if we allow ignorance and corruption to prevail over intelligence and justice, how long will it be before it will be thrown upon the rock and dashed into fragments?

In our hands as teachers is placed the power to stay this great calamity.

A corrupt monarchy may be held together for a long period while the masses remain in ignorance, because a monarchy combines in one head the elements of interest and power. But with a republic, where each citizen is a part of the government, and where the responsibility of its prosperity and perpetuity rests upon each, all must be educated. We have no hereditary monarchs and nobles identified by their vast possessions and titles, with law and order. We have no army sufficient to put down the popular discontent, because with us every citizen is a soldier.

Therefore, universal suffrage and universal education must go hand in hand; the two are inseparable. Each voter must use understandingly and conscientiously the elective franchise. When this is done then will our wealth, population and territory become elements of strength, and we shall convince the world that our republic is not a failure, but on the other hand the strongest, the most lasting, and the most just government that ever can be established by a people.

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The highest salary that any female teacher receives in this country is \$2,000, which is paid to the principal of a school in St. Louis. There is a lady in San Francisco who has received \$1,800 as a teacher of languages.

## MEMORY'S PICTURES.

ALICE C. CHASE.

You have heard of grand palatial halls,  
Where pictures cover the gilded walls,  
Where that never-tiring miser, Time,  
Has gathered the wonders of nation and clime,  
Gems of beauty, the spoils of art  
Still breathing of throbbing brains and heart,  
Though that passionate heart and pulsing brain  
In moldering dust have for centuries lain.

I, too, have a picture gallery rare,  
Hung with paintings bright and fair;  
One skilled hand portrayed them all,  
And hung each one upon my wall;  
'Twas Memory's pencil—as true and keen,  
That drew for me each glowing scene.

Say, would you some of the pictures see,  
Which as yet no one hath beheld save me?  
First, I've a quaint house, broad and low  
Around whose porches woodbines grow,  
And elm trees over the nest-full eaves  
Spread the embrace of their sheltering leaves.

Another; upon a green hill-side,  
A grand old maple spreading wide;  
Amid its leaves the robins sing,  
And beneath them happy children swing.

Here, 'neath a hill, is a little stream  
Close to whose waters the violets gleam,  
And, midst fragrant mosses, the cowslips bold,  
Rear high their glistening cups of gold.

Here is a bright one: two children at play  
Among flowers, in the light of a summer's day;  
A little girl and an older lad,  
With innocent glee their hearts are glad,  
Their life-sands run in love and hope,  
All good stars meet in their horoscope.  
What is care to these little ones!  
They cannot mete out their joy by suns.

Another picture—a manly youth—  
His dark eyes gleaming with loyal truth;  
No taint of passion, nor blot of sin  
Ere sullied the pure soul that dwells within.

Another—here's nought save the sky,—and the sea  
Tossing and tossing ceaselessly.  
No green turf and flower-decked grave,  
Only the cold and restless wave.  
O! my brother! a time there came  
When the only prayer my lips could frame  
(For faith seemed dead,) was a prayer to be  
By thy side 'neath the moaning sea.

I will show you another,—a maiden fair  
With a wondrous wealth of golden hair,  
And a bright and a sparkling eye  
Which borrowed its tint from the June day sky.  
Can you read the deep, sweet mysteries  
Which speak from the depth of those soulful eyes?  
For Memory's hand was never more true  
Than when she the lines of this portrait drew.

Hush! this picture there's one beside  
A coffin—a deep grave yawning wide—  
The lid of the coffin is moved—and there  
You catch a gleam of golden hair.

Yes, we will leave them—we'll look no more  
The brightness which lit up their beauty is o'er  
In the gathering cloud, the fair tints fade  
And landscape and portrait seem drawn in shade,  
For a blackness of darkness, a shroud of gloom  
Has fallen on picture, and wall and room.

## THE FUTURE OF ENGLAND.

CHARLES W. MOORE.

In the history of the development of human liberty and civilization, no race has to us a greater interest or an interest more widely extended to the millions of humanity, than our own Anglo-Saxon. Starting in the race for freedom at a time of which history furnishes no authentic records, it has battled, and battled successfully, in the struggle against pope, and king, and baron, until it stands forth in this nineteenth century the most prominent representative of human freedom; its most perfect exponent and its best defender. And not alone on our own continent is this battle waged, but as if reflected from our shores the battle-cry is taken up by the millions of our struggling brethren in the Old World, and its echoes reverberate through the whole hemisphere, rousing the drowsy nations from the sleep which has held them in its thrall for centuries. Ours was the first government to suggest that color should not be made a bar to political rights and duties, but the government of England was the first to stand forth before the nations of the earth and declare that no one possessing all the other qualifications of a voter should be refused the right to register simply on account of sex.

To England, then, the birth-place of *Magna Charta*, the foundation of American as well as of English liberty; the home of Hampden and Pym; of Milton and Cromwell, we turn our eyes with scarcely less of interest, or of hope than we feel in regard to our own country. The flood-tide of republicanism which swept Charles I. to the scaffold and raised Cromwell to his place as supreme ruler of England did not ebb away into oblivion under Charles II., and his successors; some of its force still remained and has been working through the passing years. It took the struggles and the sufferings of two centuries of wrong to bring it to the glorious fruition it has reached to-day. But the artisans working in the iron foundries of Sheffield and the cotton mills of Manchester have not toiled and suffered, and thought, in vain. And when the results of that toil and thought needed an exponent to give them utterance, and embodiment, and individuality, there came from the ranks of the people such men as Cobden and John Bright, strong in their faith in God and the right as Hampden and Cromwell had come before them. It was

the working of the same old regard for popular rights that destroyed the power of a man to send a member to Parliament because his sheep pasture contained the site of an extinct city. It was the outgrowth of the same spirit that secured the repeal of the "corn laws," giving bread at a cheap rate to the laborers of England. The same animus is manifested in the refusal of the House of Commons to insert the word "male" as a qualification for voters; planting the nation, first of all the nations of the earth, upon the platform of impartial suffrage. And the victories of the future who can tell? Many problems remain to be solved; the further extension of suffrage, national education, the complete divorce of Church and State. But all these will come in their time; for the time has already come in which a government must stand upon the eternal principles of truth and justice, if it expects to stand at all. And the men who to-day hold in their hands the destinies of England fully realize the force of this truth, and will act in accordance with it, though crowns, and coronets, and mitres fade away as mist in the inevitable encounter. "If America succeeds," wrote Carlyle during the war, "England goes to Democracy on the express train," and the time does not seem far distant in the future when his dream shall be realized, and the fullest measure of civil and religious freedom shall be secured to every one of her citizens. And in its onward march, the same innate love of human liberty demands, in tones too earnest to be denied, the disestablishment of the Irish Church.

But the stability and progress of no nation can be long assured, without the underlying element of material prosperity. The prosperity of England has depended largely for years upon the ready and abundant supply of coal as a material for fuel. The heavy drain upon the raw material, which the forges and the mills have made for years, has excited the apprehensions of alarmists that the supply would soon be exhausted. But the coal of England alone is far from being exhausted, while that of Scotland is barely known; and the beds of South Wales, an aggregate of ninety-five feet in thickness, are only just developed. All these resources secure the material prosperity of the country for many years, perhaps for centuries to come. But other combinations are commonly known to Chemistry, which are better generators of light and heat than coal; and the only problem for the coming years to solve is to produce these at a cheaper rate than that at which coal can be mined. When this is done, as in fact it will be, the future prosperity of the country is secured beyond a peradventure.

And let us endeavor by all the means in our power to drown down the spirit which seems anxious, upon the slightest provocation, to urge on a war between England and America, daughters of the same jealous old Anglo-Saxon race. The very men, who are to-day the leaders and the representatives of the popular movement in England, were, with perhaps a single exception, as devoted and unswerv-

ing friends during the war as we had on our own soil. Milner Gibson, John Stuart Mill, John Bright, men whose names and whose devotion to liberty are known throughout the world, were our friends and defenders throughout. When, in 1863, Roebuck moved recognition of the Southern Confederacy, the voice of Richard Cobden was lifted so successfully against the proposition that the mover was glad to withdraw it. And as a fitting rebuke, Roebuck, Liberal though he be, has been left out of Parliament; has gone down into that magnificent obscurity in which Vallandigham and John C. Breckinridge hide their infamy evermore—fit resting-place and fit associates for those who conspire to defraud a woman of her rights, because she is a woman. The people of England too were with us. Monster meetings were held throughout the kingdom, attended by thousands, at which resolutions of sympathy were passed almost unanimously, in many instances without a dissenting vote. If wealth and rank could have commanded meetings in sympathy with the other side, they would have been held; but they were not, the popular tide was too strong against them.

Every interest of ours, or of the human race, appeals to us to let our future intercourse be the intercourse of harmony and peace. By the ties of a common origin, a common language, and a common literature; by the memories of Shakespeare, of Milton, and of Hampden; of Cromwell, greatest of monarchs though uncrowned; of Longfellow and of Tennyson; of Richard Cobden and Abraham Lincoln, twin martyrs to their devotion to popular rights; by that Bible we both read and the Great Father we both adore,—we are conjured to maintain that harmonious concord which enables the fruit of our institution to flow forth as two united rivers of blessing to all mankind. "Let us have peace;" let the future of our history be written in deeds of love, our only rivalry, the rivalry in devotion to freedom and the best interests of humanity.

#### ILLINOIS NORMAL SCHOOL SYSTEM.

[We copy this short article from the first number of the new *Journal of Social Science*. It was prepared by J. D. Philbrick, Esq.—ED.]

To the State of Massachusetts belongs the honor of establishing the first Normal School in the United States. Led by her example about twenty other States have now made a beginning in providing for the professional training of teachers. But until recently no State had seriously undertaken the development of a *System of Normal Schools* capable of supplying with competent teachers all the Public Schools of every grade, both in rural districts and in cities. Illinois has, however, now taken the lead in the solution of this difficult and important problem in a way which seems to promise entire success.

The State Normal University at Bloomington was established in 1857; and so rapid has been its growth that,

in point of numbers, it already stands first among the Normal Schools of the country, while in respect to thoroughness and efficiency it is probably second to none. It has made itself felt especially by creating a large demand for professionally trained teachers—a demand far greater than it could supply. Seeing the superior success of the teachers educated for their work in this institution, the educators of the State took the ground that means ought to be provided as speedily as possible for the special education of all teachers. The State Board of Education, the Chief Superintendent of Public Instruction, the President of the Normal University, and the County Superintendents of Schools seem to be in perfect accord in regard to this matter. The general idea of the plan, which has already taken definite shape, is to reorganize the course of instruction in the Normal University by cutting off all rudimentary work, and raising the standard of requirements so as to make of it a Normal Seminary of high grade, and to establish in each County a Normal School of a lower grade, which shall become to the Central School what the High School or Academy is to the College. The County Normal Schools are to be established, maintained and managed by the County authorities, the civil organization of Illinois being such as to render the execution of this plan practicable and easy. The leading objects sought to be accomplished by County Normal Schools are thus summed up by the Superintendent in his last Report: "They are to secure, with the least possible delay, better qualified teachers for the Common District Schools of the respective counties; to bring the advantages of a professional training near to the homes of as many teachers as possible, thus increasing the number of those who will attend, and reducing the expense; to meet the case of the very large number who intend to teach but a short time, by enabling them through briefer courses of study, to fit themselves for teaching the common branches, by a thorough review of those branches, together with the best methods of teaching them; to establish what will be, in effect, a perpetual local institute of a high order, which teachers can attend a few months in the year, or when their schools are not in session, and more thoroughly prepare themselves for their work.

These objects cannot but commend themselves to the judgment of all. The movement was begun by Professor John F. Eberhart, the able School Superintendent of Cook County, by whose persevering efforts the first County Normal School was established at Blue Island, near Chicago. The success of the experiment attracted the notice of the press, and of teachers and friends of Common Schools in other parts of the State. Peoria and Bureau Counties soon followed the example of Cook; and in a number of other counties initiatory steps have been taken towards the opening of Normal Schools under the auspices of the County authorities. In some of these, short sessions of from four to six weeks have already been held.

At the last annual meeting of the State Association of

County Superintendents of Schools, a Committee from that body was appointed to petition the Legislature for the additional legislation deemed necessary to give full powers to the County Supervisor to levy and collect County taxes for the support of County Normal Schools, and to appoint County Boards of Education to control and manage such schools, and to provide for the uniting of two or more counties for the establishment of a Normal School, should it be found desirable in some cases to do so. The State Superintendent of Public Instruction, Hon. Newton Bateman, one of the foremost educators in the country, has entered into this movement with much zeal, in the full belief that it affords the most feasible solution of the great problem of a supply of better teachers. From present indications, it appears that a hundred counties of the State will soon be engaged in a sharp competition for Normal Schools.

We call attention to this movement as one of national importance, in the hope that other States will be aroused to a sense of the necessity and the feasibility of taking measures to provide trained teachers for all schools through the instrumentality of a comprehensive system of Normal Schools of different grades.—*Massachusetts Teacher.*

#### EDUCATION IN ALABAMA.

Presuming that you, with your numerous readers, feel some interest in the cause of education in the State of Alabama, as well as in Illinois, let me beg your and their indulgence, but for a moment, on this subject. Our Constitution provides that one-fifth of our entire State tax shall go to the educational fund. It further provides that a poll-tax of \$1.50 upon each voter under fifty shall also be so appropriated, together with all fines, licenses, etc. In addition to this the Freedmen's Bureau donated to us last year twenty-five thousand dollars, which is to be continued this year. The Bureau further proposes to furnish building materials to build suitable school houses for freedmen, when the lot or land on which the house is to be located is deeded to the trustees and their successors for school purposes. We are also the recipients of a fine sum from the Peabody fund. We have a magnificent University building, with magnificent library and all necessary paraphernalia for the accommodation of six hundred students, endowed with a fund of three hundred thousand dollars. This magnificent building is located in a healthy locality, and was opened on the first day of April last, under the control of a President and board of Professors, all of whom are eminent scholars and whose loyalty is unquestioned.

The whole educational interests of the State are under the control of the Board of Education of the State, provided for by the Constitution. A State Superintendent and two members from each Congressional district, who control all legislation in the State on the subject of schools, and who are elected for four years. The system adopted calls for a

county superintendent in each county, with three trustees in each township, who are elected for two years. It further provides that free schools, not less than two in each township, shall be *tought* nine months of each year; and further that the trustees shall provide schools for all children in their townships, where twenty or more scholars can be obtained between the ages of five and twenty, *and that in no case shall white and colored children be put together, except by the unanimous consent of all parties concerned.* In addition to the above magnificent fund, we have, in a large portion of the State, a township fund which will pay from one-fourth to one-third of the expenses. We also have owing the fund by the State over three millions of dollars. Including this indebtedness, our entire State debt is only six millions, and our Bonds, to-day, in New York, are worth two cents premium. So you see, with this magnificent fund we are able to provide all our children, both white and colored, with free schools nine months of the year, making a fine field for school teachers, who are required to obtain certificates of qualification, from a committee appointed in each county, under the direction of the county superintendent. Thus it will be seen we have commenced our reconstruction in Alabama upon the basis that all must be educated; by which means, we expect, in a few years at most, to show an enlightened and Christian people as you of the North. Our people generally support our school system with pride and admiration. Our white and colored children evince an eagerness for learning unsurpassed by any; for it is by education that we expect to develop our rich resources, and with your people march on side by side on the road of progress.

G. A. SMITH,

A MEMBER OF THE BOARD OF EDUCATION OF ALABAMA.

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#### DOUBLE ENTRY.

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MARIA L. STYKES.

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By the discovery of the method of "Double Entry" in Book Keeping, the Italians are considered to have conferred a great boon on the mercantile world. For by it the true bearing of accounts can be seen at a glance. The Debit and Credit sides, with their relation to each other, are clearly expressed. This method does not change the relation of accounts, but only serves to show this relation in a clearer light. And in this clearness lies its advantage over other methods.

Nature keeps her accounts after this manner, and they are as easily read by those who study her laws as accounts in exchange by those who study the laws of trade.

The rapid motion of the hammer upon the beaten lead is credited with the heat imparted to the metal, and the lead is made debtor for its form and usefulness.

So it is as the air of the Polar seas, chilled by its icy surroundings, takes to itself the form of wind and blows over lands parched by the rays of a torrid sun. These it refreshes by its cool breath and carries of their warmth back to its ice-bound home. Nature makes busy record as the two great opposing forces, balancing each other, produce the motion by which the moons are made to move around their respective planets, and the unnumbered planets are compelled to revolve in their elliptical paths about the sun.

Each force is debtor to the amount of power imparted to it, and should it fail to use the whole of this power the chaos throughout the universe would be the ruin by which it would be credited. Nature, in her book, credits the majestic ocean, the rolling river, and the bubbling brook as, compelled by the influence of the sun, they send up the mist to form the bright fleecy clouds, which fall to the earth in copious showers and cancel the debt incurred. Nor in the vegetable and animal world is there a force spent without an expected return.

When a life begins, earth, air, light and all the elements which minister to its existence, are credited, and the new organism is made debtor for its being; at the close of its career, when these elements are given back, then the departed life is credited and they again made the debtors; the two sides are balanced and the Ledger is closed. The spring flower buds into beauty, a debtor to all that helps produce and sustain it, and these forces are the creditors to the extent of their contribution. It lives its short season, breathing forth joy by its beauty and sweetness—puts upon mankind, the recipients of that joyous culture, an indebtedness to the extent of the blessing received, an indebtedness that can only be discharged by deeds of purity and goodness. In autumn the flower fades and dies, restoring to Nature the elements she gave it, thus closing the account and receiving credit for the debt discharged. Nature keeps a double entry account with the rolling years and with us, whose lives they measure. The years she credits with abundant time and opportunities, and holds us debtor for what is given and all that these gifts require at our hands. So many talents, too, are bestowed upon each one of us. For this God's bounty is credited, and we are held responsible, and our acts are required to correspond to the number of talents. If we faithfully use the talents entrusted to us, our deeds will show it. And it is for such a use that we are credited, and not for the bare return of an unused power like the talent in the napkin.

So that our intellectual and moral being is kept by double entry. The capital with which we start being our ability and the light then afforded us. On the one side are brave efforts to master difficulties, clear thoughts of truth, pure and noble acts, and every effort made in the cause of goodness and truth. These are the things that live, strengthen the good that is in us, and weaken in the same degree all that is bad. They elevate our character, giving it dignity,

energy and self-command. Thus making us more like our Creator, lifting us to a footing higher than that on which we stood before, and tending in the same degree to raise the standard of society. The other side is a record of unused powers, wasted opportunities, impure thoughts and corrupt deeds, that weaken and degrade us, blunting forever, in a proportionate degree, our capacities for real enjoyment, and in every way increasing the account against us. None of us can live without being debtor to society; none of us ought to live without making society a debtor to us. We unavoidably owe much to those about us. Our social surroundings give us food for thought, being a kind of museum in which each individual, with his peculiar characteristics, presents an object for study. Society affords us opportunities to exercise many powers, and gives us the benefit of others' experience and wholesome criticism. All these things we owe to our fellow-men, and should return them, not as we received them, but bettered in quality and increased in quantity. By every act, by every thought, by every aspiration of the soul, we should endeavor in all our dealings in life to purify and elevate those about us. For, if we would make entries of which we may justly be proud, our actions must be the result of our purest and best thoughts, and in harmony with a conscience unperverted and free. Let us fulfil the glorious law of compensation. Let the influence that passes from our minds to others be freighted only with good. For happy is the man whose constant care it is to have the Credit side of his account with life more than sufficient to balance the Debit; and so making his efforts contribute to man's high happiness that upon the closed Ledger shall be written in immortal brightness God's attestation—well done good and faithful servant.

## The Schoolmaster.

AUGUST, 1869.

**ALBERT STETSON, Normal, Ill., } Editors.  
JOHN HULL, Bloomington, Ill., } Editors.**

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### EDITORIAL CORRESPONDENCE.

KINGSTON, Mass., July 24, 1869.

DEAR SCHOOLMASTER:—Yesterday I spent on a sailing and fishing excursion in the Bay, starting at 5 o'clock in the morning. After meeting with good success in fishing, we were sailing home, when we met with an unexpected and most notable adventure. Somebody descried a large steamboat in the distance with a smaller one near by. At once we thought of the French Atlantic Cable, and rightly guessed that these must be the vessels charged with laying the Cable from St. Pierre, where the Great Eastern left it,

to Rouse's Hummock, within sight of which latter point we were sailing. We at once voted to sail out and meet the cable fleet. Some nine miles from land we met the Chiltern, a British steamer paying out the cable at the rate of seven miles an hour. Accompanying her was the Skandaria, another British steamer, and with the two we sailed to their anchorage a half mile from the sandy beach.

With a fleet of small boats we sailed about the Chiltern, and going on board saw the last cut made in the mighty nerve which connects the Old World with this barren shore. We visited all parts of the ship, inspecting with the keenest interest the curious machinery by means of which the cable was paid out, and studying the novel faces of the British and French officers and sailors. You are aware that although this is a French enterprise British ships were employed to do the work.

While making our inspection the dirty British tars were coiling the cable upon boats at the stern to complete the connection with the shore.

Leaving the ship we went on shore, where a great crowd had collected. A stout rope was stretched between the ship and the shore by means of which the boats containing the cable were drawn to the shore. Five boat loads of stout sailors singing a familiar sailors' song slowly pulled the heavily laden boat, which dropped the huge cable as it moved.

I shall never forget the scene as it drew near the shore. Such shouting and cheering! As the boats in succession struck the beach, the men on board sprang into the surf, often up to their waists, and seizing the remnant of the cable ran with it up the shore. I grabbed hold with the rest and helped to give the finishing strokes to this grand enterprise. At a little distance from the shore stands a small building which will be used as the telegraph station. Hither all the curious instruments required for keeping up communication with France were carried in boxes on the sailors' heads. Sir George Canning, knighted for his services in laying the first cable, was present, superintending the disembarkation. He is a fine looking man, as were most of the officers pointed out to us. Some of them were stupendous specimens of Johnny Bull, weighing upwards of 300 lbs. Some of them were taken ashore from the boats, three sailors uniting to carry one man!

A grand celebration in honor of the event will take place in our adjoining town of Duxbury to-morrow. I shall, of course, be present.

We are having the most delightfully cool weather, and myself and family are in excellent health.

I am about to spend a week or two in Fall River, Mass., and shall also visit Provincetown, at the end of Cape Cod, soon.

A. STETSON.

We suffer more from anger and grief than from the very things for which we anger and grieve.

Minnesota has established a Third Normal School, at St. Cloud. The first term commences Wednesday, September 15, next. Students must be sixteen years of age, of good moral character, and must obligate themselves to teach in the schools of the State at least two years. The course of study requires two years for completion; each year is divided into two terms of twenty weeks each. The principal is authorized to give certificates to deserving pupils who cannot remain long enough to complete the course. The President and Secretary of the State Normal Board, in their announcement of the opening of this school, say that "Minnesota has a magnificent School Fund, present and prospective. Her urgent need is now well educated teachers, trained expressly for the work of the school-room to utilize this large fund and make it yield the greatest possible benefit to the people of the State. The Reports of County Superintendents are full of this felt want. All who have an interest in education (and who has not?) feel it. We call upon all, then, to aid us in this work of providing good teachers for our Public Schools. Send to us some of the best available material in your respective neighborhoods, and we will do our utmost to send you back, in due time, live teachers, fitted for the work to be done."

The State Board acted wisely in promoting Professor Ira Moore from the chair of Mathematics in their State University at St. Anthony to the principalship of this school. It is a guarantee of thorough work; the success of the school is established beyond a doubt.

The assistants are Mrs. G. H. Sanderson, Miss Kate Elliott, and Miss C. Walker.

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Our readers should give careful attention to the article, given elsewhere, on "State Certificates in California," by Prof. J. D. Philbrick, of Boston. Are not our teachers backward in securing for themselves the advantages offered to holders of our State Certificates?

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#### BOOKS AND MAGAZINES.

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*A Hand Book of Map Drawing.* E. H. Butler & Co., Publishers, Philadelphia.

This Hand Book will prove to be a valuable assistant to teachers of Geography. It is specially designed for use in connection with Mitchell's Geographies, the figures having been made to conform to his maps. The mechanical execution of the book is fine. The book should be widely known; and we advise all teachers, who are not satisfied with their work in this direction, to give it a trial.

Indiana's two school journals have been consolidated. The *Indiana School Journal* and the *Indiana Teacher* have become the *Indiana School Journal and Teacher*. George W. Hoss and William A. Bell are Editors and Publishers. The July number gives out evidence of prosperity. Every one of Indiana's ten thousand teachers

should grow strong in the faith of having this Monthly visit them regularly. Published at Indianapolis.

The *Western Monthly* continues to improve. No. 6 (June) has the following table of contents: William Bross, Is Man to be the last of Intelligent Inhabitants upon our Planet, Down by the Sea, Benjamin Disraeli, The Beauties of Protection, The Catacombs of Paris, The Secret of Power, Ramblings in the Orient, A Grasp of Geologic Time, Found Drowned, Review of Books. Reed, Brown, & Co., Publishers, Chicago. \$2.00 a year.

The *American Builder* is a well-edited, handsomely printed monthly. It should be in the hands of every man who has a home. It is thorough and sound in its criticisms on architecture, and has much that is of a practical character to the builder. Charles D. Lakey, Publisher, Chicago. \$3.00 a year.

The second number of *Good Health* is full of reading matter of a very sensible kind. Good health is a priceless boon; and possessors of it should be no less vigilant in keeping it than those who have it not are in seeking it. A magazine like this, in a family, when well read, will not only save needless alarm but will also very materially lessen the physician's bills. To indicate the character of this magazine, we name some of the subjects treated of in the July number: The Eye and Sight, Taking Cold, Light in the Sick Chamber, The Skin—its Management, First Help in Accidents, Serpents and Venomous Snakes, Management of Infants, The New Education, Liquor and Health, etc. Alexander Moore, Publisher, Boston, Mass. \$2.00 a year.

The *Round Table* has been sold to the New York *Citizen*. Its publication is said to have cost its owners between thirty and forty thousand dollars.

The *Bright Side* is a new paper for children. It presents a clean and pleasant face, and will please the little folks. Terms 25 cent a year. Alden & True, Publishers, Chicago.

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#### REGISTER—NORMAL ALUMNI.

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W. D. Hall, (1863,) resigns at Clinton, and accepts the principalship of the New Rutland schools.

James S. Stevenson, (1867,) has resigned at Sparta.

George W. Colvin, (1864,) has resigned at Pontiac.

Miss Hattie M. Case, (1866,) renews her engagement at Ottawa. Salary, \$700.

NORMAL UNDERGRADUATES.—Samuel E. Beede returns to Ottawa. Salary, \$1,000.

Lucy A. Green and Jeannette E. Nelson also teach in Ottawa next year; Miss Green's salary, \$550.

John F. Goudy has resigned at Tuscola, and accepted the supreme tendency of the schools at Rushville. Salary, \$1,800

Among the speakers at the recent Commencement at Cornell University was Charlton T. Lewis, Esq., one of the editorial staff of the New York *Evening Post*, who addressed the candidates for degrees. His theme, "The Limits of Radicalism," is spoken of as having been treated in a very scholarly and able manner. Mr. Lewis is a recent acquisition to the editorial brotherhood, and for readiness, originality, force, and style, has taken a prominent position.—*Harper's Bazar.*

Cornell University shows good sense in giving its degrees in English. Over 400 in attendance.

Harvard University has "taken the bars down." Ladies are admitted to the lectures.

The Eureka College catalogue shows an average number belonging to that institution, for the past year, of 133. The catalogue contains 207 names. The completion of a new college building is given among other evidences of prosperity.

The catalogue of the Normal University for the year ending June 24, 1869, shows the school to be in a prosperous condition. It gives the number of students as follows:

IN NORMAL SCHOOL.

Senior Class,	-	-	-	19
Middle Class,	-	-	-	82
Junior Class,	-	-	-	362
Total in Normal,	-	-	-	463

IN MODEL SCHOOL.

High School,	-	-	-	79
Grammar School,	-	-	-	194
Intermediate and Primary	-	-	-	45
Total in Model,	-	-	-	318
Grand Total in University,	-	-	-	781

We have a suggestion to make to our friends at Trenton, when they meet next month in council. Let the National Teachers' Association for 1870 meet at San Francisco, and let 1000 or more teachers charter an excursion-train to carry them through, the ticket allowing us one month in which to visit the Yosemite, the great forests, the Pluton Geysers, and the trout-lakes of the Sierra Nevada. That would be an experience worth more to each participant than ten years of ordinary study.

One year ago, some of the teachers of Kansas planned an excursion of our State Association to Denver immediately following our meeting at Manhattan; but the non-completion of the Kansas Pacific road made this impracticable. We see no bar but pedagogical impecuniosity in the way of the other project. Why should not the whole body of dignified, seedy, timid, proper American professors, with their economical, practical wives, go out upon just such an unbender as this?—*Kansas Educational Journal.*

VACATION.

When the sons of God assembled on a certain ancient occasion, Satan came also. It's his way. He seems to have a knack of turning up on all occasions. Without saying so much as "by your leave," or waiting for an invitation, the disagreeables of life (the modern term for Satan and his imps) put in an appearance always—even in vacation-time.

We are not led to this moralizing strain by any thoughts of gnats, mosquitos, scorching days and sweltering nights, and other natural afflictions that accompany this happy season; but by something worse, more useless and unaccountable—a call for a Vacation Editorial.

What the logical connection between hot weather, insect pests, and vacation may be, we confess our inability to discover. We are equally in the dark in regard to the logical necessity of saying, just at this time "something about vacation." But facts are facts; and mosquitos are not more inseparably connected with this otherwise unobjectionable period than this sort of literature seems to be. Why, we don't know. All we know is that a vacation editorial (bother the word!) is demanded: that is, by the worthy publishers of the *Monthly*. It's the proper thing for the season, no doubt, or the custom would never have originated; but we could wish that the reason of it were more apparent.

Is it possible—and the harrowing suspicion that it may be comes over us for the moment—that anxious ma'ms and masters are really waiting to be told what to do with the precious hours between the last day of this school-term and the first day of next term? Seriously we hope not: yet for fear that it may be so: that a neglect of duty on our part may deprive some suffering brother or sister of the blessings of a well-spent vacation, we will rise to the occasion; and remembering the years when we used to be favored with such periods of release from labor, we will essay to tell how the days may be spent with pleasure and profit.

In the first place, anxious friends, you should each bear in mind that you have a mind—and a profession; and that these are all and all to you. To be sure the confinement and incessant labor of the past year, and the nervous exhaustion proceeding therefrom, would seem to indicate the existence of a body to be cared for, now that you have an opportunity to do it; but don't give way to the delusion. Spurn the insidious temptation of sense as you do those of would-be friendly advisers who tell you that you want rest and recreation. You do not want rest, but change of occupation! Let your new occupations be such as befit a scholar. Don't be enticed into pic-nics, or fishing excursions, or mountain scrambles. Rather take your algebras and grammars, your big dictionaries and historic tomes, and employ the hours of release from toil in storing your minds with precious knowledge. You will grow pale and head-

achy in consequence; but that is scholarly. Stick to your books. Be dignified. Never drop your professional air and bearing. We have known teachers to forget themselves even so far as to be seen actually lying on the grass in the shade, or frolicking with children in the woods and meadows. Don't you do it. It isn't professional. Don't go into the fields, either, and make believe work with the men. It will destroy the intellectual pallor of your countenance, and roughen your hands and your manners. It may toughen your stomach, too; and your brain, perhaps; so that you will appear as unscholarly as other men.

Stick to your books. If you needs must have recreation, let it be intellectual. Don't mingle too much with common people. Let your associations rather be with men of culture like yourself. Attend all the teachers' meetings you can, and get acquainted with the Book Agents. Listen attentively to their words, and to the speeches of the eminent educators and distinguished authors who will be on hand to instruct you. They will tell you things that you would never hear elsewhere.

But don't allow these intellectual and professional diversions, profitable as they may be, to occupy too much of your time. Remember that cultivation of mind is your chosen occupation, and the only way to prepare yourself for the work is to cultivate your own mind. For this there's nothing like reading. Read, therefore, constantly, the heaviest books you can lay your hands on. And let your conversation savor thereof. Talk ancient history and philosophy to such persons as may be disposed to converse with you. Tell the farm hands the Latin words for hoe and rake, and the Greek for pitchfork. If you don't know these languages, recite something from your grammar. It will air your learning and inspire all who meet you with a wholesome respect for education.

Above all, study. It is the only way to spend a vacation profitably. Study constantly, and you will be surprised at the spirit, to say nothing of the vigor, with which you will enter upon the next term's work,—and the ease with which you will shuffle off the mortal coil before the term is done.—*American Educational Monthly.*

#### PRESIDENT ELIOT OF HARVARD.

The corporation of Harvard University has confirmed the nomination of Professor Charles W. Eliot to the presidency of Harvard. The president elect will on the first of September next assume the duties of his new office.

This election has created quite a sensation throughout the country, especially in college circles. President Eliot was professor of chemistry in the Massachusetts Institute of Technology, Boston, and joint author with Professor Storer of a text-book of chemistry. His papers on "the new education," published in the Atlantic Monthly made his name known to the general public.

In these papers Professor Eliot showed that our colleges

do not meet the requirements of the age, and that the study of the classics cannot be successfully combined with the scientific training and discipline necessary at the present day.

The confirmation of his nomination, notwithstanding a very active opposition of the conservative party, certainly is a very significant fact. But a few years ago a nomination so totally at variance with long established usage, could not have been made. At present, this nomination was not only made by one of the great governing bodies of the first University of the United States, but the nomination was confirmed by the other and independent controlling body, consisting of thirty-two prominent men.

President Eliot will necessarily meet unusual obstacles and difficulties in his new position; but it is to be hoped that the opposing party will not continue the strife after the decision has been reached by the corporation. Our new Institutions in the West have a deep interest in the fair trial of the principles involved in the election of President Eliot. We hope and trust that old Harvard will experience unprecedented success under the new administration.—*University Reporter.*

#### HOW AND WHEN TO TEACH SCIENCE.

If scientific training is to yield its most eminent results, it must be made practical. That is to say, in explaining to a child the general phenomena of nature, you must, as far as possible, give reality to your teachings by object-lessons; in teaching him botany, he must handle the plants and dissect the flowers for himself; in teaching him physics and chemistry, you must not be solicitous to fill him with information, but you must be careful that what he learns he knows of his own knowledge. Don't be satisfied with telling him that a magnet attracts iron. Let him see that it does; let him feel the pull of the one upon the other for himself. And especially tell him that it is his duty to doubt until he is compelled, by the absolute authority of nature, to believe that which is written in books. Pursue this discipline carefully and conscientiously, and you may make sure that however scanty may be the measure of information which you have poured into the boy's mind you have created an intellectual habit of priceless value in practical life.

One is constantly asked, When should this scientific education be commenced? I should say with the dawn of intelligence. A child seeks for information about matters of physical science as soon as it begins to talk. The first teaching it wants is an object-lesson of one sort or another; and as soon as it is fit for systematic instruction of any kind it is fit for a modicum of science.—*Huxley.*

People may be instructed by those who have less sense than themselves—as a man may be guided by a finger-board that has no sense at all.

### TEACHER'S CERTIFICATES IN CALIFORNIA.

To make a system of public instruction entirely successful, it is necessary to provide—first, for educating teachers; and second, for testing their qualifications. Illinois is evidently taking the lead in fulfilling the former condition; but, as to the latter, the State of California is clearly the foremost. In no other State are the legal provisions for the examination of teachers so comprehensive and complete, and in no other State have the laws relating to the qualification of teachers been administered with so much vigor and success.

Three distinct Boards for the examination of teachers have been created in the State. First, there is the State Board of Examination, consisting of the Superintendent of Public Instruction, who is *ex officio* chairman, and four professional teachers appointed by the Superintendent. This Board must hold at least two sessions in each year, and it has power to grant Certificates of the following grades, which are valid throughout the State: Educational Diplomas, valid for six years; Certificates of the first grade, valid for four years; Certificates of the second grade, valid for two years; and Certificates of the third grade, valid for one year. And "in order to elevate the profession of teaching and advance the interests of Public Schools," this Board may grant teachers Life Diplomas, which shall remain valid during the life of the holder, unless revoked for immoral or unprofessional conduct, or want of qualifications to teach. But this most honorable Diploma can be granted only to such persons as shall have, after receiving the State Diploma, taught successfully one year, or for the same period held the office of State, City, or County Superintendent.

Next in order are the County Boards of Examination, composed of the County Superintendent, who is *ex officio* chairman, and of teachers, not exceeding three, appointed by him. This Board must hold a session at least as often as once in three months, and also during any teachers' institute held in the county. The Superintendent of Public instruction is *ex officio* a member of all the County Boards of Examination. This Board has power to grant three grades of certificates valid in the County, the first for three years, the second for two years, and the third for one year.

Finally, there are City Boards of Examination. In every city having a Board of Education governed by special laws,

there is a Board for determining the qualifications of teachers, which consists of the City Superintendent, the President of the Board of Education, the County Superintendent of the County in which the city is situated, and three Public school teachers, residents of such city, who are elected by the Board of Education for one year. This Board is empowered to grant Certificates of the same grades and for the same time as the State Board, but valid only in the city in which they are granted. This Board is, however, not authorized to require an examination of a teacher who already holds a State Diploma or Certificate, unless such teacher is an applicant for a school of a higher grade, than the Certificate held allows such teacher to teach. Any City Board may recognize the Certificates of any other city.

The State Board is also empowered to prescribe a standard of proficiency before a county Board, compliance with which shall entitle the holder of the certificate to a certificate from the State Board, upon due certification of the facts by the County Superintendent.

Another wise provision in the school-law of California, calculated to elevate the profession of teaching and give it an honorable status by the side of other learned professions is in these words: "All regularly issued State Normal School Diplomas from any State Normal School in the United States, shall be recognized by the State Board of Examination of this State as *prima facie* evidence of fitness for the profession of teaching; and the said Board shall, on application of the holders thereof, proceed to issue, without examination, State Certificates, the grade to be fixed at the option of the Board; provided, in all cases satisfactory evidence be given of good moral character and correct habits."

This just and liberal provision stands out in marked contrast to the unjust and illiberal policy of Massachusetts, which makes the best graduates of her Normal Schools liable to be examined by any Town School Committee before they can become legal teachers in the State.

The State Superintendent of California, in his Report for 1864-65, says: "Unless a high standard (of qualifications of teachers) is established and carefully enforced, there is no security for the efficiency of the Public Schools. Incompetent teachers may nullify all legislation, and degrade the character of our Public Schools. In no other way than by thorough State examinations, is it possible to form an earnest and capable corps of professional teachers in the State." In his Report for 1866-67, he gives a catalogue of the names, residences, and positions and salaries of all the holders of State Diplomas and Certificates, of the

several grades, in order to give them, as far as possible, the official recognition of the Department. From this list it appears that, up to January 1st 1867, there had been granted forty-six State Life Diplomas, ninety-four State Educational Diplomas, one hundred and fifty-seven first grade, one hundred and two second grade, and thirty-three third grade Certificates.

The effect of these admirable provisions has been to create among the teachers of California a stronger *esprit de corps*, a higher sense of the dignity and importance of their profession, and more enterprise in fitting themselves for their work, than we find among the teachers of any other State. It is but just to add that the credit of thus placing California in the van of all the other States of the Union in this vital respect, belongs almost wholly to Hon. John Sweet, the late Superintendent of Public Instruction, whose herculean efforts for the cause of Education, entitle him to a place among the foremost of American Educators. This able man, the Horace Mann of the great Pacific State, having been rotated out of office by party politics, with an almost unparalleled devotion to his profession has taken the position of Principal of a Grammar School in the City of San Francisco.—J. D. Philbrick, *Esq. in Journal of Social Science.*

JONES, JUNKIN & CO., of Chicago, have just issued a work of great value to Farmers, Professional and Business Men, entitled Laws of Business for all the States of the Union, by Prof. Parsons of Harvard University. The writer is acknowledged authority on Law, and is the author of several Standard Law Books. See advertisement in another column.

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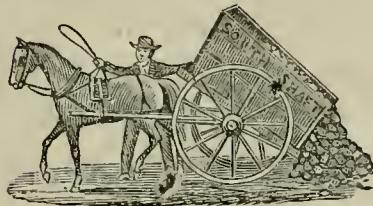
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# THE SCHOOLMASTER.

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## A SCHOOLMASTER'S STORY.

C. E. HOVEY.

WASHINGTON, D. C., AUGUST 9TH, 1869.

DEAR SIR:—Your note asking "permission to publish the paper which you [I] sent to D. S. Wentworth" is at hand. I was invited by Prof. Wentworth to furnish a "short history" of my life, written by myself, for publication with the papers and proceedings of the State Teachers' Association. This I declined to do. He then asked me "to furnish the facts" from which somebody else could construct a "history." The paper, or rather papers you refer to, were written in compliance with that request, and with the special understanding that they should not be published. They were written hastily, and without other data than memory, and on a subject about which others might say what they choose; I should say—nothing. However, *quod scripti, scripti*. Wentworth has the letters. If he has no objection, and you desire to print them, I shall not stand in the way. I enclose a letter from Prof. Moore, giving his memory of the first days at the Normal, which, although wholly private, may be of interest to some of your readers, and might well enough accompany my letter on the same subject.

Yours, etc.,

CHARLES E. HOVEY.

To John Hull, Esq.,  
Publisher "THE SCHOOLMASTER."

## HOME AND SCHOOL LIFE.

DEAR WENTWORTH:

You say "your [my] history may be autobiographical or otherwise [let it be otherwise], for I know lots of your old friends who would be glad to do you the honor, if you would furnish the facts concerning your early life, with dates, etc." Said history to occupy "about two pages or eleven hundred words."

Don't you think that limit will squeeze the story dry?

You remember the cider-press in use when we were boys. The pomace, made into cheese, and bound together by wisps of straw, occupied a liberal space, and held the juice; but when compressed to a pancake, by huge wooden screws, the cider oozed out.

However, these are the facts and dates, or some of them.

I was born in the town of Thetford, in the State of Vermont, sometime during the twenty-sixth day of April, eighteen hundred and twenty-seven. My mother was a Howard. I had four sisters and six brothers. My parents called me Charles, but, after awhile, observing other boys had two Christian names, I appropriated Edward, which, having got into print, has adhered since.

At or about the age of seven, I was sent to the public school, distant some two miles. The "fragrant birch" grew hard by the school-house, and was held in high esteem

by the 'master,' nor did the gentle 'mistress' confine her admiration wholly to the beauty of its slender twigs. One custom, however, operated in mitigation. The victim of the birch was usually selected to fetch the stick, and if he fetched *too tough* an one, he alone had to answer for it. So there were not many mistakes made.

In that old school-house, ornamented with curious jack-knife carvings, I met my ideal teacher. She died long ago. But her memory lives, and lingers bright as ever; and her image comes unbidden to "my mind's eye," whenever I think of my a b c's.

My father was a farmer, and did not neglect to instruct me in the principles and practice of his art—especially in the practice. So it came to pass that, up to the age of fifteen, the farm and the school-house bore about equal sway. I preferred work to study, but do not now recollect to have had any great liking for either.

At fifteen, I began "to keep" school. It was in a country district, high up among the green hills. The neighborhood was small, requiring but a single teacher, and it happened that some of the young folks who attended the school were seniors to me in age. On this account the committee raised an objection; but, as I had solved their arithmetical puzzles, spelled their hard words, and read with some fluency, it was agreed to waive the objection and give me a trial. The fear was that I could not govern the big boys; nor is it probable I could, had not the big girls come to the rescue; and the "boarding round" may have had something to do with that matter.

I had stipulated to teach the school for nine and one-half dollars a month, and board; but was to board around with each family, in turn.

I cannot tell whether this custom still exists, or how it affected others; but it subjected me to many and funny adventures, exposing all sorts of secrets, and uncovering hidden views of such social institutions as apple parings, sewing circles, and match making.

The thing, however, which affected me most, outside the daily duties of the school-room, was the evening spelling school. Nearly everybody became interested and attended. There was contest and victory in it. The boy or girl who "spelled down" all others, triumphed as really as the conqueror at the Olympic games; and when the rival school, a little way up the valley, sent down a challenge, and one of our girls out-spelled them all, there was glory enough. Even the 'master' came in for a share. This may have been wrong; it certainly was delightful. I noticed that

girl secured her choice of young beaux from and after that event.

I was next employed in a village school, on a salary of twenty dollars a month, and board. This was in 1843, and when the Millerite, or Second Advent mania had driven whole settlements crazy. From Friday night to Monday morning, Mr. Miller's disciples were allowed the use of the school house for meeting, and they used it uninterruptedly, day and night. These saints insisted that I should join and go up with them; but were quite indifferent about the progress of their children in knowledge; nor am I aware that they made any great progress. Nevertheless their teacher was popular; and promoted to a more important school for a third trial.

"The third day comes a frost, a killing frost;  
And—when he thinks, good easy man, full surely  
His greatness is a ripening—nips his root,  
And then he falls as I do" (did.)

I had ventured too far, got stranded, and was taught a lesson in adversity. It was dictated roughly, with the moral of the Scotchman's poem about a louse, in church, on a lady's bonnet, for a text:

"O wad some Power the giftie gie us  
To see ousrels as ither see ns  
It wad frae mony a blunder free ns  
An foolish notion."

It was thought I lacked the "giftie," whereupon the parson proceeded to inquire privately; the critic printed his notes or notions in the paper, and the young people waxed perverse in the school-room. There were gusts all around; and the gossips ran wild, and lost their breath, in the hurry to spread the news. It began with ominous looks and whisperings, social ostracism followed, then confidence fled, and both sides prepared for war.

I kept that school through to the last hour of the last day of my engagement, but it was a failure, and a load rolled off my spirit, when it ended, bigger than fell from the back of Bunyan's pilgrim.

Sore over this result, and suspecting some mistake in selecting a calling, I escaped to the woods and went to work in a saw mill; and being rather tall, but not rather stout, my comrades seemed disposed to disparage my abilities as a lumberman almost as much as others had as a pedagogue. It cost a great effort to work that conceit out of them; but I did it, taking my turn at felling trees, playing Jehu, tending mill and rafting lumber. I had to learn something of the mill-wright's trade and of navigation. It was an absorbing business for a green hand, but it could not exclude the 'bitter memory.' Again and again would the thought of failure obtrude, obstructing all consciousness of the great, blind, live force at work in the mill. Again and again did some board or scantling come to grief in the same way as bruin did, when he undertook to dine, sitting on a log which was moving under the saw.

Such a state of things could not last long, and did not. The lumberman resumed the ferule, and rarely afterwards had cause of complaint against pupil, parent or people.

In 1848, at the age of one and twenty, I was admitted to Dartmouth College, and, four years later, graduated; having paid expenses by teaching three or four months each year.

Now came the election of a profession. I preferred the law, but was tempted away to another calling. Resolving to be a lawyer, I became a teacher. Looking southward, towards the Old Bay State, that "paradise of pedagogues," I "brought up" in Framingham, the most charming town in the State. The people were highly cultivated, the students of the Academy and High school, over which I presided, were wonderfully intelligent, and the preceptress was a paragon of all the graces. You may have seen her. She sits by the other lamp, just over the table, quite unconscious of what I am saying.

Late in the autumn of 1854, I emigrated to Peoria. *The preceptress went with me.*

#### WORK IN THE PEORIA SCHOOLS.

When I reached Peoria she must have numbered twelve or fifteen thousand inhabitants. Such schools as she had were 'kept' in deserted breweries, shanties, cabins, anything which furnished an excuse for shelter or mimicked a house, with three exceptions; two of which were private, and one public.

The private school buildings were constructed by an association of the more intelligent citizens, mostly of northern origin—one for males, and one for females. The school for females had been in operation several years under the care of Miss Sarah Mathews, a most excellent lady and teacher; and the school for males was about to begin in charge of 'your humble servant' and the 'preceptress.'

The public school building referred to was a long, narrow, one story brick, whose walls were fast crumbling, under the influence of moisture from the swampy mud hole beside which it stood.

Here Mr. —— was monarch of all he surveyed, the great man, 'Sir Oracle,' head and embodiment of the current ideas, and county superintendent of common schools.

To his mind, things educational were as near right as they well could be; even the squalid barrack, where he held his court, didn't seem to disturb his sense of aesthetics, or the pool to offend any sense nature had given him. He exemplified ideas indigenous to southern and servile latitudes, and championed the chivalry. He was a Methodist, and had the backing of that compact and powerful organization.

I found in Peoria, also, Dr. J. A. Sewall, sick in body and at heart, and Doty, and other 'lesser lights.'

In the contest about school matters, which soon opened, Mr. —— stood firmly by the chivalry; I fell into line with the yankees.

Serving in a private school, my suggestions in regard to public schools, were looked upon as meddling, and were sturdily resented by the aforesaid chivalry. But what was to be done? Here was a city already rich and populous, and needing no prophet to tell of great expansion in the near future, whose school buildings were execrable, whose ideas of common public school education were "villainous low," and whose teachers were contemned as pedagogues "with none so poor to do him [them] reverence."

What was to be done? Personally, there seemed little to gain, and much to lose. I had a comfortable school-room, a very good class of students, and a liberal salary; but I could not escape the public schools, if I would. My school was envied, epitheted and compared. It was the rich man's school, the aristocrat's school; relied upon show and clothes: Mr. ——'s, per contra, was the people's school, eschewed all show, and relied upon solid merit. —— was a great man; Hovey, 'nix.' All this was human and very natural. Æsop explained it, centuries ago, in his fable about the fox and the grapes.

But what was to be done? The great, serious facts kept rising up, and would not down, at anybody's bidding, that a wrong was being perpetrated upon the school children of Peoria for a want of proper school facilities—that there was no proper appreciation of public duty in regard to public education—that there was no suitable public spirit, or buildings, or teachers—that there was needed some sensible system for the organization, conduct and support of the schools for the city.

I resolved to make a suggestion. I began with Mr. A. P. Bartlett, president of the association of citizens who employed me. He talked with his associates—we all talked together—Judge Peters drafted a bill, in the nature of an amendment to the City Charter. It was quietly put through the Legislature, though our member trembled for his head for doing it. But these citizens agreed to back him in case any troubles came of it—such men as Hon. A. P. Bartlett, Judge Onslow Peters, Judge Jacob Gale, Hon. Jonathan Cooper, and J. W. Hansel, Esq. So the deed was done, and the chivalry woke up to find themselves superseded. A new charter was in force, and the chivalry were not. But they didn't see it—didn't get the hang of the thing—didn't scent where the power had gone—meanwhile those who did put forward a ticket of good and true men for the School Board, and elected them. Rickett edited the Republican paper, and Raney, the Democratic paper, and I was charged with seeing and keeping them all right, or at least quiet. Neither knew much about the matter, and cared less. So they suffered me to write. It was a new thing—a first job at the newspaper business, and remarkable mainly for its tameness. This was lucky. No stir was kicked up, and our ticket stole in almost without opposition.

The chivalry didn't understand it even then, but if they had, it would have been too late. The law was passed, and gave nearly all power to the School Board. The Board was elected, and an excellent one it was, too, with Bartlett at the head.

The private school buildings, the only buildings suitable for school purposes in the city, were at once purchased, and in one of these was organized a High school, in the other a Grammar school. I, naturally enough, fell in charge of the former, and was also appointed superintendent of all the schools. There was work enough to be done—school-houses to be built—temporary accommodations to be provided meanwhile—schools to be organized—courses of study to be mapped out—text-books to be selected—teachers to be found, tested, aided and started on the road to glory. Lively times were these. Night and day, week days and Sunday, I worked on. The Board backed me, and worked and planned with me, and without me.

New school-houses went up—teachers' reputations went up—scholarship went up—morals went up—and so the present school system of Peoria was begotten, born, and christened. How well the bantling has thrived since I am not able to say, but I have heard, "as well as could be expected."

Even the chivalry have got the hang of the thing at last.

CHARLES E. HOVEY.

WASHINGTON, D. C., }  
April 29th, 1869. }

#### THE FALLING BLOSSOMS.

ALICE C. CHASE.

I.

Often in dreams I wander again  
To a far-off mountain home,  
And the ghosts of old days come back again,  
And in dreams my joy knows no breath of pain  
As with themneath the pines I roam.  
A child I sport in the spring-time there,  
Or romp in the mountain snow;  
And a sweet sad strain seems to fill the air,  
Of a song of long ago,—  
"When the winds blow the blossoms fall,  
But a good God reigns over all."  
  
Only in dreams live those pleasant hours,  
The old home is deserted to-day,  
Of the children who played there in by-gone hours  
Some are sleeping with perished flowers,  
And the rest are far away.  
The child of my dreams is a woman now,  
And her life is not always glad;  
And Memory chants the old song to her heart  
With a cadence mournfully sad:  
"When the winds blow the blossoms fall,  
But a good God reigns over all."

## II.

I remember how joyous the springtime sped  
To those children on the hill;  
How the violets came, and the violets fled,  
And their snowy shower the cherry tree shed.  
And again my heart will thrill—  
While I seem to hear voices long hushed in death—  
With half-sad, half-joyous pang,  
As Memory brings with charmed breath,  
The song that my sister sang :  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

I remember when came the summer days,  
With their wealth of shadowing leaves ;  
O long were the sunny summer days,  
But short for the children at their play,  
And the happy birds in the eaves.  
Then when the summer was passing away,  
And the roses faded and fell,  
That song the sweet voiced maiden sang  
That children and birds knew well :  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

I remember when came the autumn tide,  
When the birds flew over the sea ;  
When the asters and lilies drooped and died,  
For the frost had come with the autumn tide,  
And the pines sighed mournfully.  
But a glory had crowned the mountain’s crest,  
In the autumn leaves’ golden sheen,  
And the pine trees sighing lulled us to rest,  
The chords of the old song between :  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

III.

Came a morn to that home in long ago,  
While the flowers of spring were dying,  
When the children’s voices were hushed and low,  
As the winds waft in the cherry tree’s snow,  
To a couch where a child was lying.  
O white was the shower of falling bloom,  
But whiter the dead face it kissed ;  
And sobs broke through the sweet song, as the clouds  
Break through mountain’s morning mist :—  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

In a darker hour, one summer morn,  
From that home, one more angel fled,—  
The far off roar of the battle was borne  
Thro’ the soft still air that summer morn,—  
And a beautiful youth lay dead.  
Dead ! with his fair face shattered and torn,  
And the last rose on the bough  
We brought and laid on that fearful still breast,  
As tears choked the old song now :  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

In the sombre time of the falling leaf,  
Came a deeper hush to our hearts,  
For our sister had faded with fading leaf,  
And our souls are crushed with weight of grief,  
And the scalding tear-drop starts.  
The sweet voiced maiden can sing no more ;

Yet the winds seem her song to bear,  
The pine trees whisper it with a sob,  
And with moans the autumn air :  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

## IV.

The hopes of our youth fall round us as fast  
As the falling springtime flowers :  
Our fleeting youth goes by us as fast,  
And bears our hopes to the graves of the past,  
And buries them with glad hours.  
We look for their waking with waking springs,  
But we look and long in vain ;  
Yet sweet as their perfume, with violet buds  
Comes the murmur of that old strain,—  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

The friends of our youth pass from our side  
Like the fading summer bloom.  
O vain is our grief, they are borne from our side  
O’er the dark river’s cold unebbing tide,  
And they leave us only gloom.  
We look for the glory beyond the grave,  
But we cannot see for tears ;  
And our hearts need the solace of these sweet words,  
To keep them for coming years :  
“ When the winds blow, the blossoms fall,  
But a good God reigns over all.”

O saddest of all comes that darker day,  
When dies our childhood’s faith ;  
When our hearts are crushed and cannot pray—  
When the coming night seems to blacken the day,  
And Life is held captive by Death.  
Our childhood faiths, like autumn leaves,  
At our feet lie dead and sere,  
Yet Nature still sings to our deafened hearts—  
Would God they could only hear !  
The winds may blow, the blossoms fall,  
Yet a good God reigns over all.

## V.

Over all things in this life of ours  
The blight of change must rest ;  
We sorrow over past happy hours,  
And weep out dead hopes and perished flowers,  
From our mother’s to green earth’s breast.  
The happiest life is a scene of change,  
Of shifting light and gloom ;  
A wakening—then a few smiles and tears—  
Then all is hushed in the tomb.  
The winds must blow, the blossoms fall,  
But a good God is over all.  
O how could we bear this life of to-day,  
Its sorrow, sin, and pain,  
If we did not know of a love to-day,  
An anchor by which our souls we stay,  
Do the skies bring sunshine or rain ;  
If we knew not of pity that varies not,  
Of love that forever abides,  
Of a life of springtime still untouched  
By Time’s swiftly changing tides.—  
What though the winds blow, the blossoms fall  
So a good God reigns over all !

## THE POWER OF VERSE TO PERPETUATE.

MELISSA E. BENTON.

The field of Literature is vast in its extent, but perhaps no part is so productive as that devoted to poetry. History, Philosophy, and Romance, each demands and receives a large share of attention. The first is studied for the information it contains, the last because of its power to amuse and entertain, while Philosophy is left to the few of strong intellect and vigorous minds who care to investigate its truths.

Verse alone combines the useful with the beautiful, the power to instruct the mind with the power to please the fancy. Valuable thoughts, clothed in beautiful language, are not soon forgotten, but pass from generation to generation through all time, losing nothing of their power because of the beauty of their dress. Such is Milton's *Paradise Lost*. With no rival in the grandeur of his subject or the power of his style, it is not strange that the name of John Milton is as familiar to us at the close of the nineteenth century as it was in the seventeenth, that we honor and respect him, forgetting his faults and eulogizing his virtues. His works have been read by millions of people; and the great truths contained in them, because told in speech so sublime, have obtained a stronger hold upon the people and are much more extensively read, than they would otherwise have been.

So original and marked is the style of his writing, that his peculiarities of taste and disposition, his fancies and dislikes are closely interwoven with the thread of the story, and thus are carried down to future generations perpetuated in his poems. Though not his contemporary, yet side by side with Milton, we place the great dramatic poet Shakespeare.

It is needless to speak of all his productions. We only ask with how much of English History the masses of the people are now familiar, of which they would probably otherwise have been ignorant. The most important events in the lives of many of the Kings of England, from King John to Henry the Eighth, have been placed upon record by the pen of Shakespeare in so fascinating a manner as will not admit of their being forgotten. While Hume and the technical historians lie dust-covered upon the shelves of learned men, Shakespeare's accounts are read by the millions. Cromwell and Cardinal Wolsey are men with whose characters all are acquainted. But few are ignorant of the stories of Macbeth, King Lear, or Hamlet, three of his finest plays founded upon fiction. Even the heroes and heroines of the legends which he has dramatized have come to be recognized in his plays as actual personages, and as such their memory is preserved.

It is not always the value of a thought which gives it worth in the eyes of the people, but oftener the language by which it is expressed. None of our Histories, Philoso-

phies, or Lives of Eminent Men and Women, are more widely known or universally read than Sir Walter Scott's *Lady of the Lake*, or Gray's *Elegy*, written in a Country Churchyard. The story contained in the former is interesting in itself, but who that has ever read it will say that its chief charm does not lie in its poetry, the beauty of its expression, and the harmony and music of its words. Even the most ignorant and those who have little taste for verse, cannot fail to be pleased with it. And if such be the case, will it not be as popular ages hence as to-day?

Of Gray's *Elegy*, it has been said that more than any other short piece in the language it bears the impress of immortality. Upon no poem of so brief an extent has so much labor been bestowed and perhaps none so widely known. Every line is familiar to the unlearned as well as the cultivated, and time only increases its popularity.

"The Village Blacksmith" presents us with another instance in which even the simplest and rudest subject becomes beautiful to us, when the poet tells of its beauty in verse.

Though Oliver Goldsmith has given to the world Novels, Histories, and Essays, in addition to his poems, for none will he be remembered longer than for his *Deserted Village*. Rhyme gives a charm to the dullest thought, and with his productions will be perpetuated the name of the author.

*Evangeline*, *Hiawatha*, or *The Courtship of Miles Standish* will be remembered when the name of Longfellow is forgotten. Enoch Arden will always be associated with Tennyson, while none can read *Snow-Bound* without thinking of the purity and goodness of its author, the modest and amiable Whittier.

Let us turn next from the present back two or three thousand years to the times of Homer and Virgil. Though neglected in his life the name of Homer will never perish. His works have perpetuated his memory. But little of the History of Greece during his time is known, except what is contained in the *Iliad* and *Odyssey*. Even their truth is often doubted, but the fact that for centuries they were implicitly believed, proves that verse has the power not only to perpetuate the truth, but to preserve as true that which is at least doubtful.

Not to the many, but to the few is this poet-talent given —this power to clothe all thoughts in a language that will give them double might. The Good Father has not seen fit to bestow this gift upon all his children. Let such as have received it endeavor to make the thoughts which they endow with immortality worthy to be the educators of the race; and let them be grateful that by a right improvement of their talents their names may be perpetuated through all time.

A sentimental editor says, "it is comforting to know that one eye watches fondly for our coming, and looks brighter when we come." A contemporary is grieved to learn that his "brother of the quill has a wife with one eye."

## THE LAW OF LIFE, GIVE AND TAKE.

GEORGE W. MASON.

Centuries ago, and far off towards our western shores, might have been seen on the craggy mountain side a tiny shoot, crowned with a few delicate leaves. So small was it then that it might have escaped the eye of Agassiz. Months passed, and yet a single step might have crushed it. Fully one year has gone, and still we find it weaker than a garden rose-bush. But time rolls on and the shoot develops into a sturdy tree, beneath whose branches Indian chiefs light their council fires. Many moons come and go; the vows and treaties long since broken, together with their makers, pass into oblivion, yet still it flourishes as beautiful as ever. Civilization at last advances towards it; the harnessed lightning darts by, awakening mountain and plain with its clicking footsteps; the rolling leviathan blackens its leaves with his breath of smoke and fire; but there it stands, a noble tree, a thing of beauty and magnificence, mingling its topmost branches with the blue ether above, and twining its many roots about the everlasting rocks below. Let it remain in this perfect state, and it may endure the storms of centuries yet to come. But remove the bark from around its trunk for a short distance, and its leaves wither, its beauty fades, and we say it is dead. Its life is gone, because it can no longer carry on those exchanges for which its various parts were made. It can no longer take water from the earth and give it to the clouds, receive the impure breath of man, cleanse and send it to him to breathe again, nor lay up within itself those earthly materials which it must give to earth again.

This power within the thing itself to give and take, or to make the exchanges peculiar to itself, we call life. In the living body of a man, the duty of each particular organ is that of reception and delivery. In every part of the human frame the capillaries are constantly building up the tissues with fresh materials taken from the blood, and the lymphatics as constantly casting off the worn out particles. The lungs discharge an unhealthy gas, to take instead the purified air. The telegraphic nerve receives the warning of danger and gives the alarm to the brain. The eye, with camera ever in readiness, at an instant's notice, photographs any object in nature and paints it on the mind's invisible canvas. The delicate membranes of the ear receive every trembling of the air and convert it into sweetest music for the soul, or make it speak the thoughts of other men. Truly we can see life in the human body as it changes, or in the apple tree as we pluck the rich fruit which it has formed, as it were, from a lump of charcoal and a cup of water. But are there not other changes in nature, which show evidences of life, though of a different character from this?

Two colorless liquids brought together cause the molecules of each to give up their former relations and assume

such new ones as to give the new compound a jet black color. The mingled gases may explode on the approach of the electric spark, or of themselves condense into a solid. How are we to account for these wonderful phenomena that appear on every side? What makes the oil disappear when the lamp is lighted? or the water dry up when the sun shines warm? This world, formed by an all-wise Creator, has its life principle, as well as the dwellers upon it. To the solicitations of the warm sunbeams, the brook and the rill, as well as the majestic river or mighty ocean, must give up their glistening drops of water. The burning furnace must give of its heat to the colder air around before it can take more to itself. The earth takes water from the damp atmosphere and gives to the dry. Everything must be on an equality, for the great law of compensation provides that one thing shall not overbalance another. The trade winds from the poles are constantly supplied by returning currents from the equator. The Gulf Stream is counterbalanced by the waters of the Caribbean; nor is the Amazon without a source in the vast surface which collects and sends water to its channel. On the islands the sea breezes of the day are regularly exchanged for the land breezes at night. The wave must have its corresponding trough in the sea; the rock thrown high in the air must return to earth again; and the heavy weight, unless sustained, must sink. The heavenly bodies must fly far away in space, unless restrained by the central attraction of a sun; the moon, because of the attractions of other bodies, forms an irregular path around the earth; and the sun, not an exception to the great law of exchange and motion, pursues its course onward through infinite space, with its orbit's centre among the Pleiades. Thus the entire universe is a living thing; and the great law of life, governing all, provides that every motion shall have its corresponding effect. For whatever is received, an equivalent shall be given; and an equality shall be established between all things.

And so, too, is it in the political, moral, and intellectual worlds. The first germs of national life were seen, when the first families formed themselves into nomadic tribes, that they might mutually exchange their various products. They were but in their youth when separate kingdoms and empires were founded, but held no communication with each other. But where commerce, that great medium of exchange, was introduced, they approached the full stature of manhood. Commerce, both inland and foreign, enabled them to carry on those exchanges which constitute life in an organized body. By it the dwellers in one land received the thoughts and ideas, as well as the material products of foreign countries, in return for their own. Here is that same compensating principle, that according to the gift so shall be the reward. "Equal is the government of Heaven in allotting pleasures among men." For every pain there is a corresponding blessing. Many strokes of the workman's hammer precede the lofty edifice. With riches are

connected calumny and care. High life has its bitter cankerings for the soul. Great gain is not without great risk, nor honor without ambition. A school-boy's rhyme is uttered in the moment, while a quarter of a century was needed to complete "Paradise Lost." The high walls of superstition had to be broken down ere heretics became protestants, serving God as they chose. Godliness must bear man's scorn. Warrior honors must have pains and death. Kindness giveth friends, and charity a clear conscience. Thus everywhere and in all things is seen great equity in the laws of nature.

If we confine ourselves to the insect world, and to the investigation of molecular motions; if we study the beauties and peculiarities of vegetation, or consider the "whys" and "wherefores" of animal life; if we deal with the human family, physically, morally, and intellectually; if we could take nations up in our hands for comparison; if we could see more minutely the physical features of the earth, and the actions constantly going on there; if we could go beyond this sphere, and play among the planets; or open the gates and pass beyond the palings of the solar system, into the fields of infinite space; even in the life of all these, from the least to the greatest, from the ant laboring in the dust of the earth, to the millions of suns with their vast retinue of planets, pursuing each other through an incomprehensible universe, we should find controlling all, the great law of *give and take*.

### LABOR IS KING.

ISAAC F. KLECKNER.

Man is placed in this world to work out his own destiny. And in order to accomplish anything worthy of the man, he must make constant and increasing effort. Nothing whatever that is valuable can be obtained without toil. He who cultivates the soil does it only by putting forth strenuous exertions, in order that the best results may be reached. He who attains excellence in any of the mechanical arts, does so only after a long apprenticeship. The painter finds himself able to breathe forth his thoughts from canvas only after years of patient and earnest work at his task.

So, too, with the literary man: he, too, must give his days and nights through a succession of years, in order that the desired result may be attained; and unless this labor is bestowed, there can be no hope of high achievement, for we cannot expect to receive unless we give; so that in order to be successful in any undertaking, we must give our earnest efforts; then, and not till then may we expect the desired reward.

Only by continuous and earnest striving can one reach the exact measure of his power. In mechanics rules are given and tables constructed by which the strength of materials can be ascertained at a glance; and these tables are

always considered reliable. Houses and ships are constructed upon the basis of these calculations. The reason why this information is reliable is that the laws which govern material things do not change. What is true at one time is true for another, and under all circumstances. So too the power of machinery can be, and is computed, and the results thus obtained will always remain the same. No such test, however, can be applied to mind. No rules can be laid down to show us how much a given individual can accomplish. Another man's measure will not do for me: neither will anything that I may do be a criterion for any one else.

Every one must determine this for himself, by a close application to his task. Alexander Pope—the man to whom English poesy and the English are everlastingly indebted, furnishes an example of the way in which application shows the power of the man. He began the translation of Homer when he knew but little about the Greek language, but by his persistent application he was enabled to produce a rendering which has not yet been surpassed, if indeed it has been equalled. The life of Edward Gibbon also teaches the same lesson. Up to his time no intelligible account of the Decline and Fall of the Roman Empire had been written. One day while sitting among the ruins of the Coliseum he conceived the idea of writing the magnificent history that has made the events of that dark period as well known to us as if they had occurred in the nineteenth century. But the grand achievement was made only by an amount of labor in examining musty parchments that is almost past belief.

The opinion that all great works are the result of genius is quite prevalent. I do not mean to say that there is no such thing as genius, but I do mean to say that it is a very scarce article. In poetry the name of Shakspeare must be placed first on the list. After leaving him and coming down the long line of illustrious names that adorn the pages of literature, we must be very careful upon whom we bestow the honors. In painting, Raphael and Michel Angelo must be placed first on the roll of geniuses. True there have been others since their time whose names deserve a place high up among the worthies, and yet they have, to a great extent, been imitators of the great masters. In music the name of Handel will perhaps take the lead among modern composers. And here, too, we are at a loss to know where to bestow the honors. But let no man deceive himself with the idea that the men who have made themselves famous by oratory, poetry, painting, sculpture or any other great work, did so by sitting with folded arms. Not at all so. All that these men have left us that is of real merit is the result of earnest and thoughtful labor; and thus indeed does genius, to a great extent, manifest itself.

Constant effort strengthens the man. A tree growing in the midst of the forest does not have the difficulties with which to contend that a tree standing alone on the prairie

does, and is therefore not so deeply rooted, nor is the wood as tough as of the tree that is isolated. The man who floats along with popular opinion is not opposed by the ideas and prejudices of the masses, as is he who stands aloof from others and in opposition to them. In the former case the man does but little independent work, while in the latter he is continually beset by the opinions and convictions of his opponent, and every time he comes in contact with them he is made stronger for it.

Several years ago Dr. Scott, of Buffalo, found that his powers of vision were fast declining. He conceived the idea that the powers of vision might be improved by writing in small letters. This course was followed, and he soon became able to do wonders in the way of fine writing; and, finally, at the age of 71, he wrote with a style on an enamelled card, of the size of a three cent piece, the Lord's Prayer, the Apostles' Creed, the Parable of the ten Virgins, the Parable of the Rich Man and Lazarus, the Beatitudes, the 15th psalm, the 120th psalm, the 131st psalm, the 133d psalm, and the figures 1860. And this was done so perfectly as to abide the test of the highest microscopic power.

Effort rightly directed is a benefit not only to the person working, but also to those who are to come after. It is true we usually expect immediate results for any investment that we make, or for any labor that we may perform.

Yet it often happens that the benefit does not follow at once. It sometimes takes long years for an idea to be fully developed; and he who works faithfully to make that development, not only reaps a reward from it himself, but others are also advanced by the knowledge thus obtained. Nor does the benefit stop with the present; mankind for all time to come will reap the harvest thus sown; for the knowledge gained by one generation will be transmitted to succeeding generations, and thus become a part of their fund of knowledge—a part of their education.

Then if you would know the secret of success, ask the men who have organized and controlled society; ask those who have christianized the world; ask the men who have written our best poetry and composed our sweetest songs; ask the men who have been successful in anything; ask them to tell you whence comes the power that governs the world of mankind, and from the record of ages past, from the living forces of to-day, and from the bright prospects of the future, they will bring the answer that Labor is King.

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A young man having preached for his bishop, was anxious to get a word of applause for his labor of love. The bishop, however, did not introduce the subject, and his younger brother was obliged to bait the hook for him. "I hope, sir, I did not weary your people by the length of my sermon to-day?" "No, sir, not at all; nor by the depth either!"

#### DECATUR HIGH SCHOOL BUILDING.

Deeatur (Ill.) has just completed a new building for the use of the city High School. The following description of it we clip from the *Republican* of August 12th. The plans of the building are by G. P. Raudell, of Chicago:

"Last Monday we visited the new high school building, on the corner of Broadway and North streets, which is now nearly completed. We presume the most of our readers are familiar with the outward appearance of the new edifice, though perhaps but a few are conversant with the admirable arrangement and finish of the interior.

The building, which is a noble brick structure, with stone cappings and ornaments, stands in the middle of a lot 290 by 160 feet. The main front is to the south, and presents with its massive stone steps and large entrance a most elegant appearance. The plan, however, contemplates that the pupils shall not enter the front door, an entrance at the southwest corner being provided for the girls, and one at the northeast corner for the boys. Entering at the front door we find ourselves in a spacious hall, from which a fine stairway leads to the upper stories. In the southeast corner of the building, on this floor, is the office of the Board of Education, a snug room 11 by 22 feet. The remainder of this floor, after taking off the closets for hats and bonnets, one for boys and one for girls, and the stairway and entrance for boys in the rear, is divided into two elegant school-rooms, 28 by 35 feet and 12 feet in height.

The second floor comprises the same number of rooms, of the same size, only they are 13 feet high, the southeast room being intended for the high school library, a collection which is beginning to be quite respectable in size.

The arrangement of the rooms on the third floor is quite different from those below, one large room, 35 by 50, taking the place of the double rooms. In the southeast corner is a fine recitation room, 17 by 25 feet, while in the northwest corner is a smaller one, 8 by 17 feet, adjoining which is a room for apparatus, 8 feet by 9. The rooms on this floor are 16 feet high.

On each floor are closets for the pupils, the hooks in which are numbered to correspond with the number of the seat occupied by the pupil, so that there can be no dispute as to the ownership of any particular hat, bonnet or shawl. In each room is also a closet for the use of the teacher.

In the matter of blackboards the building is especially well provided. The walls of the rooms from the top of the base board to a height of seven feet, are covered with a preparation of slate, which forms the best blackboard known.

The entire building will be seated with chairs and single desks, from the school-furnishing depot of A. H. Andrews & Co., Chicago. This will be an improvement, all things being considered, although the plan will not accommodate so many pupils in each room as the double desk system.

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The grounds around the building will be neatly fenced, and will afford ample room for out-door play. A large room in the basement is being fitted up as a play room for the girls, to be used when the weather is inclement. We understand that the grounds in the immediate front of the building will be inclosed separately, and ornamented with trees and shrubbery. When everything is completed the building and grounds will be equal to any public school premises in the state.

# The Schoolmaster.

SEPTEMBER, 1869.

**ALBERT STETSON, Normal, Ill., } Editors.  
JOHN HULL, Bloomington, Ill., }**

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**JOHN HULL, Publisher.**

**Correspondents will address the Publisher as above.**

PANTOGRAPH COMPANY, PRINTERS, BLOOMINGTON.

We present this month the first of a series of papers by Gen. Charles E. Hovey. These papers cannot fail to be intensely interesting to all our Normal pupils. The introductory letter tells how we obtained them.

The annual session of the Illinois State Teachers' Institute, held in August, was a grand success, the number in attendance being much larger than at any previous institute. The catalogue will show over two hundred and ninety names. The Faculty were assisted by Dr. C. C. Miller (from Root & Cady's), J. H. Blodgett, A. L. Boltwood, and the penmen Newby and Reynolds.

The examination for State certificates was well attended. We have not learned the result of the examination.

Our State Superintendent, Dr. Bateman, has declined the presidency of the Indiana State Normal School, offered him by the trustees of that institution.

Dr. Samuel Willard has been elected Superintendent of the Springfield schools, *vice* A. M. Brooks, who has been returned to the High School.

## BOOKS, MAGAZINES, ETC.

*Laws of Business for all the States of the Union, with forms and directions for all transactions, by Theophilus Parsons, LL. D., Prof. of Law in Harvard University.*  
*JONES, JUNKIN & CO., Publishers, Chicago, Ill.*

We are glad to have this book. We believe we are justified in pronouncing this a masterly work of its kind, and superior to anything in the shape of a business law book for general use that we have seen. It places within the reach and within the clear comprehension of every intelligent business man and woman—especially of every young man or woman—a complete statement of all the rules, forms and principles of the laws of business. The work is sold only by subscription.

*Campbell's Shippers' Guide and Travellers' Directory.* R. A. Campbell, Publisher, Chicago. This Directory seems very full and reliable. We have taken some pains to test the correctness of the directions laid down for shipping goods, and for routes of travel, and so far as examined every point has been correctly given. Our examination included towns in Illinois, Missouri, Kansas, Nebraska and Iowa. The leading wholesale houses of

Chicago, and the shipping agents of the railways centring there, unite in pronouncing this the best arranged and most reliable guide published.

J. W. Schermerhorn & Co., Publishers, New York, send us volume IV. of their cheap *Library of Education*. This volume has Mill's "Literary and Scientific Education," Froude's "Head-work before Hand-work," both delivered to the University of St. Andrews, and Carlyle's "On the choice of books," delivered to the University of Edinburg. All teachers who desire to follow John Knox's exhortation "to know God and stand by the good cause, and use their time well" should have these lectures and read them with care. This volume of 192 16mo. pages will be sent in paper covers to any address, for twenty-five cents.

Pettengill, Bates & Co., have something to say of *Hearth and Home* this month. When we become better acquainted with it we shall have something to say concerning the same excellent hebdomadal.

We have received *The Illustrated Annual of Phrenology and Physiognomy* for 1870. It contains engravings of our leading editors—Bryant, Greeley, Bennett, Brooks, Marble, Dana and Raymond, with portraits. The Male and Female Form; Why Children resemble their Parents; Gen. Grant and his Cabinet, with portraits. Physiognomy in Polities, or "Faces and Places;" Science of Conjugal-Selection, unhappy Marriages, Temperament in Wedlock; American Artists; The Sleep Walker, Psychological, Brain Waves; Sir Edward Landseer, painter; Lorenzo Dow, and Peggy, his wife, their portraits; Royal Ladies of the present French Empire, with portraits; Guizot, the Statesman and Historian; How to choose a Helpmeet; What is Man. Price 25 cents. R. S. Wells, Publisher, N. Y.

## NORMAL REGISTER—GRADUATES.

[*Graduates and all former students are requested to furnish facts for this Register.*]

Edwin Philbrook, (class of 1860), principal Graded school, Maroa, Macon county.

Miss Alice B. Piper, (class of 1866), assistant in High school, Maeomb. Third year.

Mrs. Julia E. Frost, (class of 1866), principal Grammar school, Ottawa, La Salle county. Salary \$700.

Miss Hattie Fyffe, (class of 1866), assistant in the Normal Public School. School opened Monday, August 30.

Nelson Case, (class of 1866), Attorney at Law, has located at Oswego, Kansas. Case and Close, in addition to the practice of law, do a real estate and insurance business.

Joseph Hunter, (class of 1866), Attorney at Law, has located in Mendota.

John Ellis, Jun., (class of 1866), principal West Side school, El Paso, Woodford county. Salary \$1000.

Miss Mary W. French, (class of 1867), assistant in the Decatur public schools. She has been teaching in Cairo.

Frank J. Seybold, (class of 1867), itinerant, Evanston, agent for Geo. & C. W. Sherwood.

Miss Mary R. Gorton, (class of 1867), preceptress Cook County Normal School, Englewood. Salary \$1200.

Miss May Pennell, (class of 1867), assistant Grammar School, Normal University.

Jacob R. Rightsell, (class of 1868), principal, Oakland, Coles county. Salary \$1000.

Mrs. Clara E. Watts, (class of 1868), teacher in Soldiers' Orphans' Home, Normal. Salary \$450 and board.

Miss Ella K. Briggs, (class of 1869), principal San Jose, Mason county. \$60 a month.

Miss Lucretia C. Davis, (class of 1869), assistant, Quincy College, Quincy. Salary \$650.

Ben C. Allensworth, (class of 1869), principal, Elmwood, Peoria county. Salary \$1000.

C. H. Crandell, (class of 1869), principal, Petersburg. Salary \$1200.

Charles Howard, (class of 1869), Berlin, Sangamon county.

William R. Edwards, (class of 1869), principal, McLean, McLean county. Salary \$900.

Charles W. Moore, (class of 1869), Normal. Agent for Edwards's Readers, and Guyot's Geographies.

Hugh R. Edwards, (class of 1869), principal Mt. Carroll, Carroll county. Salary \$800.

A. C. Cotton, (class of 1869), principal, Richview, Washington county. Salary \$750.

George W. Mason, (class of 1869), principal High school, Paris, Edgar county. Salary \$75 a month.

J. W. Hays, (class of 1869), principal Grammar school, Paris, Edgar county. Salary \$75 a month.

George G. Manning, (class of 1869), goes to Fulton, Whiteside county, and not to De Kalb, as heretofore announced. Salary \$1000.

**UNDERGRADUATES.**—L. T. Regan, Republican nominee for the Superintendency of Logan county.

J. N. Dewell, Democratic nominee for the Superintendency of Pike county.

H. C. Cox, Republican nominee for the Superintendency of Wapello county, Iowa.

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"Quid Nunc" sends us the following bit of intelligence. He copied it from the door of a Post Office in McLean County :

#### STRAID

"Frum the inclosur of the subscriber, a red kaf. he had a red spot on one of his pehind leggs. He was a she kaf. i will give fifty cints to everybody to bring him hom.

JON. FORKENSPHISE.

#### QUID NUNC'S REPLY TO RUPERT.

**DEAR SCHOOLMASTER:**—Through your paper, as a medium, I would like to say a few words to "Rupert," in answer to his answer in July No. to mine in June No. You say, Rupert, that I criticise "Mr. Noodle" for "remarks on practical and domestic education of young ladies."

Farther on you say you "have not seen the article" (Mr. Noodle's.) How do you know it was on the practical education of young ladies? You thrum glibly on the strings "practical and theoretical." "Practical education" has been worn threadbare. What is practical education? You make it simply the "ability to do housework."

"Home education is not confined to boiling eggs and frying pork; but consists in ten thousand other accomplishments, to which the education acquired at school is only auxiliary." Thus you make the education of the mind inferior to that of the body. Is it? Would you rather a young lady could cook a good dinner, and clean house than be versed in literature and music? You say so much in effect. I should much prefer she knew literature and music, if she knew nothing of cooking and cleaning house, because the latter can be acquired by any earnest young lady who wishes to acquire it, if she has an educated brain, in three months, while the literature and music would each take three years, six years in all. I am in favor of a thorough knowledge of house-keeping, but do not think young ladies who have a good general knowledge of it already, and are constantly daily adding to that knowledge, should be kept out of school three years to boil eggs and clean paint, as Mr. Noodle says. One should be able to cook a good dinner, but to put that power above the power to read Shakespeare is to put the stomach above the mind, and that is just what you do, Rupert.

You say: "The very personages whom he [Quid Nunc] mentions as prominent in the possession of good qualities, were, and are so, from the fact that there was a symmetrical development of all that is good and desirable in human nature, and foremost in the curriculum is the ability to make a home what it should be—the most desirable place this side of heaven." Is frying pork a good and desirable part of human nature? Is it a part of human nature at all? Are not good and desirable things in human nature qualities of the mind? These qualities of the mind are the very things young ladies ought to have, and when they have them it is a very small thing indeed to learn how to do manual housework; they have the theoretical part before, and the trained mind and hand soon get the other.

Does it smack of heaven to refer to home as a place where eggs are properly boiled, and pork satisfactorily fried? I should sooner be reminded of heaven by a home where mind and heart were refined and warm, than where the highest thoughts were on the enjoyment of the animal part of man. So you think Martha Wash-

ington conquered George Washington by her house-keeping powers? In other words you think he cared more for her good dinners than her graces of mind. This is a low and humiliating view to take of it, surely. I don't believe any such thing.

This is the view taken by nine-tenths of those men whose wives are mere housekeeping drudges. Do you prefer as a companion a woman who knows nothing and can talk of nothing but house-keeping? Allow me to say I don't, decidedly don't.

Quid Nunc said: "The time has come when one does not have to learn everything by experience." You say: "True there is a kind of knowledge, intuitive in its nature, and acquired by a sort of faith. Such knowledge is particularly adapted to small children; but is it any more so now than when Cain and Abel were children?" In this, Rupert, and in what follows, let me say in a spirit of the greatest kindness, you are in your deepest error. Do you propose to know no more of any pursuit, or calling in life, or any study or branch of science or art, than just what you get by practice in it? That is what you say. You say that anything more than that is "particularly adapted to small children."

Do you propose to get your knowledge of blacksmithing, stone-breaking, astronomy, commerce, agriculture, the laws of trade, theology, law, government, cookery, and the part of things of which every gentleman should have a general knowledge, by practice in those things? I don't think you do. Then your theory falls to the ground. I presume Cain and Abel knew little of cookery, practically, theoretically, or intuitively. They lived in the time when fruits and vegetables were the articles of food; in the days when on this wholesome food, uncorrupted by modern cookery, men lived to be a thousand years old. Just in the proportion that the art "*Cuisine*" advances to perfection the length of the life of each generation is shortened. It requires but little cookery and little time to learn it to cook the best things and cook them right. It takes a long time to cook poor articles of diet, as pork, for no amount of cooking can make them fit to eat. Modern cookery consists in getting up an immense number of vile compounds, and in cooking good articles of food in numberless vile ways, and in cooking the worst articles of food, instead of the best. I took dinner in one of the principal hotels in Springfield. On the bill of fare was meat cooked in seventeen different ways and only two kinds of vegetables, and no fruit. Tripe, pig's feet, and all sorts of offal are common articles in modern *Cuisine*. Good bread, one or two kinds of vegetables, with fruit, make a dinner fit for a king, or an American citizen. I don't think it necessary to take girls out of school to learn this. They can learn it while at school.

You say "theoretical education may do for a sort of garb in which to make a fine show; but it should be la-

belled "handle carefully;" for, like balloon gas, it is only for public exhibition."

There are many dabblers in many things, and these all spring from that school of individuals who commence practice in a trade or profession before they have a theoretical knowledge of it.

Pettifoggers in law, quack doctors, etc., are those who set up in practice before they have a theoretical knowledge. A good deal of our poetry is ground out by these "practical" fellows. Some of our sermons are preached by them, being "practical" in the way of a somnorific. They scorn to stoop to the rules that govern these things, but get them by Rupert's intuition.

Was it by "practical" or theoretical knowledge that Le Verrier told the exact spot in which to look for the planet Neptune? Was it practice or theory that guided Newton in his investigations?

Did Columbus discover America first in practice or theory? Was the earth's rotundity proved first by theory or practice? Are the earth's movements based on theory or practice, and which preceded? My dear Rupert, I am fully convinced that to do anything well, without it may be to fry pork or boil eggs, the theory must come before the practice. If you were going to pull a tooth would you seize the forceps and heave away without any investigation as to the best way of using them. I had that tried, to my sorrow, on me once by one of your "practical" fellows.

If you knew nothing of medicine and were called on to prescribe in a critical case would you give the first thing that came to your hand, or would you look into the theory of the effects of any particular drug or any particular disease? Is the experience of ages before us worth anything, or would you prefer to trust your own blind practice? I think the testimony of the ages is worth a good deal. You talk as if I opposed physical culture. I regard it as highly important; without a sound body we cannot have a sound mind.

You say: "Come back, Quid Nunc, come back," as though you had in mind some previous statement of mine, from which you think my criticism on "Mr. Noodle" a 'back-slide.' Not so. I hold my hygienic views as strongly as ever, but don't think that the body is of more value than the mind. When I land on my desert, to which you say I am drifting, should I find no pork (fried or otherwise) there I shall regard it as blossoming as the rose, and revel in the beauties of nature unalloyed by boiled eggs.

May the day early dawn when liberal education shall be the rule and not the exception.

QUID NUNC.

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The article upon *Education in Alabama*, published last month, should have been credited to the *Decatur (Ill.) Republican*. Gen. Smith was formerly a citizen of Decatur. The *Republican* is one of our best weekly papers.

**VACATION WORK.**

Although the time of school vacations, and one would naturally suppose that the instructors in our colleges and in our public institutions were quietly resting on their oars, enjoying their leisure moments in luxurious repose, still the telegraphic dispatches and communications from different sections of the Union give indications of great mental activity on the part of our educational leaders. Really they are but arming themselves for the coming contest with ignorance and crime. They are making inroads upon the enemy, giving no quarter, and demanding unconditional surrender to the more elevating ideas of the age. The following article, clipped from the *Journal of Education*, of St. Louis, under the editorial management of Maj. Merwin, is indicative of the fact that the Superintendency of our Common Schools has been passing into the hands of those who fully realize the responsibility of their position, and consequently avail themselves of the necessary means for elevating the standard of teaching, and thereby adopting a more rigid enforcement of the provisions of the school law:

"County Superintendents undoubtedly stand at the head of educational interests in their various counties. The condition of the schools, to a considerable extent, and with but few exceptions, is whatever they may make it. Hence, in many of the elections for these officers, the lines are drawn upon these facts: Is he who presents himself an efficient school man? Does he feel such an interest in the details of school matters as to elevate the standard of teaching, and thereby secure a return to the people, in the education of the youth, of the expenditure incidental to the running of the schools? Does he understand the letter and spirit of the school law, and will he work according to their requirements, irrespective of all other considerations? These are true tests and noble tests, to be greatly preferred to any partisan clique or personal preferences. They are suggested by a perusal of the school law of our neighboring State, and the course pursued by the County Superintendent of Monroe county, who issues certificates at certain appointed times, of which due notice is given, and after a careful examination is passed, in which both the oral and written methods are pursued, touching the technical and rational knowledge of teachers in the branches prescribed by the law. Their methods of teaching, experience and success, are also taken into consideration. The examination is immediately followed by Institute exercises, conducted by the teachers of the county, consisting of essays upon educational topics, discussions upon the thoughts presented, drills and instructions—all having an aim to make things practical in their nature, so as to enable the teachers to enter their schools with renewed energy."

Since the publication of the above article from the *Journal*, Superintendent Kennedy has had one of his examination and institute courses, commencing the 16th of August, and ending the 20th of the same month. The examination was public, conducted with system and method, and consequently free from any charge of partiality. A class of over forty was organized, and passed the ordeal required under the law. The institute exercises were of such a character as to interest and draw out all parties. The teachers in their essays presented arguments for institute organizations, systematic education, due appreciation of the teachers' profession, and a more practical arrangement in our reading books. The abuses in the school-room were pointed out; Music, in its soul-stirring nature, received due consideration, and the subject of Physiognomy was extensively discussed. Prof. Stevenson, a graduate of the Normal, gave instructions in map drawing and arithmetic. Mr. Raymond, of Springfield, in his reading class, had an excellent drill; Major Merwin, in his lecture, presented many elevated ideas; Miss Josephene Eckert, of the Normal, in conducting the calisthenic exercises, gave assurance of making a successful teacher. The County Superintendent, in his remarks upon professional reading, school organization and the qualities essential for our reading books, sustained his reputation as a practical thinker and worker. The people for whose benefit the public school system has been enacted, by their presence gave encouragement to the reformatory movements which have been going on for the last few years, under the supervision of Mr. Kennedy.

**THE ADVANCE.**—This journal, which Dr. Bushnell pronounces "one of the ablest, best, and most outspoken religious papers now published," enters upon its third volume this week, and celebrates the event by several marked improvements. It appears in a new dress of type, begins the regular publication of Rev. Henry Ward Beecher's Sermons, and adds several new names to its list of contributors, among them that of Hon. Henry Wilson of Massachusetts, who in the current number discusses the problem of Chinese immigration from the standpoint of Christian statesmanship. The publication of Beecher's sermons in the Advance will prove an admirable feature of an already admirable paper, and attract many readers.

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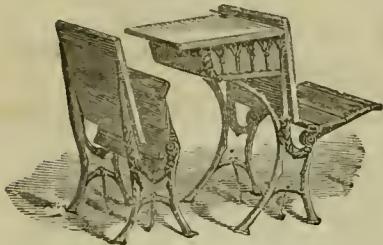
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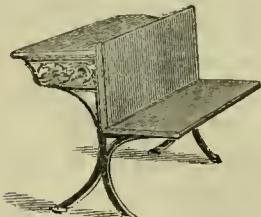
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# THE SCHOOLMASTER.

*A Journal of Education, Literature, and News.*

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OCTOBER, 1869.

\$1 00 A YEAR.

## *A SCHOOLMASTER'S STORY.*

(*Part Second.*)

### THE STATE TEACHERS' ASSOCIATION AT PEORIA IN 1854.

DEAR WENTWORTH :

I have stated how I was involved in the public schools at Peoria, and what came of it. I may here explain some matters which led to other changes.

On the last days of the year 1854, the State Teachers' Association held, in Peoria, its second meeting. It was by no manner of means wholly composed of or controlled by teachers, although sailing under their colors. It was a wild, western gathering, full of vim and schemes—a huge grindstone, on which each man who had an axe to grind, ground away, or tried to. (Bear in mind that these are recollections of fifteen years ago.) Among actual teachers were Wright, Bateman, Wentworth, Brooks and Wilkins. Among others, many of whom had been teachers, were Turner, Powell, Eberhart, Murray, Arny, and, among distinguished scholars from abroad, Prof. Chas. Davies.

Turner, Murray & Co. wanted some action which would aid them, at Springfield, to gobble up the College and Seminary funds of the State for an Industrial University. The old College men desired action looking to the distribution of these funds among existing Colleges. Both parties suggested Normal *Departments* as a lure to the friends of Normal Schools.

Arny & Co. urged a manual labor scheme, as near as I could understand them, volunteering to superintend the experiment, if somebody would furnish the money. The member from Springfield insisted that phonetic spelling was the great reform, the coming event. The member at large waxed eloquent about his "Chain of Commercial Colleges," and challenged debate—a Stratton strategy. He got, what he wanted, advertised. Several gentlemen intimated a willingness to endure an endorsement of eminent fitness for the office of State Superintendent of Public Instruction.

Sundry publishers of text-books hinted, warily, that now was the time, and this the body, to render a signal service to the people of Illinois, by recommending *their* wares for exclusive use, thereby securing the blessings of uniformity. The agents of said publishers exhibited surprising tact and ability, rising even to the plain of 'grand strategy'

in some of their movements to capture the convention. They were clever, obliging, companionable, and had there been but one he would certainly have got my vote; but as there were a score or more, a vote for one became a vote against nineteen, and could not be indulged. As well might a man be expected to choose between equally bewitching women.

I was a new comer, and, for the most part a looker on; and, in truth, vastly taken by the free and easy way these people had of pushing their hobbies, both at the Court House and the Hotel; and no man could properly appreciate the former who had not the *entree* at the caucus rooms, in the latter. I was a stranger, but they took me in; and once in, uncovered the situation.

On the one side were all these 'reformers,' not peaceful, but resolute to rule the association, and seize upon its power, whatever it might be, to mould public opinion and legislation. On the other were the great body of teachers not quite prepared to ignore the ways of the fathers, or the gathered wisdom of years, but eager to adopt any measure which promised to better their calling or themselves. They didn't appreciate, or if they did, they didn't take kindly, the joke of playing second fiddle to Bronson Murray, W. F. M. Arny, *et id omne genus*. True, there was the great-brained Turner, apparently leagued with these men, whom all delighted to honor. This man we could follow. He was of us—had been a life-long teacher. He was the orator whose tongue uttered, at Granville in Putnam county, the outline of an Industrial University, which was the origin of the magnificent institutions now springing up in every State by the munificence of Congress. Had he stood alone his scheme might have prevailed; but he did not. At his heels howled a pack of self-seeking zealots, lacking culture and modesty, and casting a shadow of doubt over even the orator himself. So it happened that the hobbyists were not pleased, and shaking the dust from their feet, departed. Nor am I aware that they ever again returned,—certainly not in such force.

## THE ILLINOIS TEACHER.

One project, however, did prevail at Peoria. It was agreed, *nem. con.*, to publish a monthly journal, to be called the "Illinois Teacher," as the 'organ' of the association. Wilkins and Arny were chosen local and managing editors, with a corps of monthly editors, and the editor of the Bloomington *Pantagraph* as publisher. A

thousand copies were subscribed for on the spot, and the 'organ' started off with great expectations. A year later, at Springfield, this same 'organ' gave its friends no little trouble. It had not proved a financial success—was not elegant as a work of the printer's art—had not been issued very punctually, nor on very fine paper; the monthly editor was not regarded with favor, and no one was satisfied. I may as well say it was a failure. Those who had been more directly responsible felt compromised. It was clear the association did not care to have such an organ, and would not assume further financial or other responsibility under such auspices. But some there were who liked not the word failure, and resolved not to have it thrust upon them. Besides, they believed an exclusively professional journal was needed. They held a caucus and decided that the *Teacher* should go on, and that I should be editor, with control over manner and matter, and should be privileged to pay all the bills, and might pocket all the proceeds, which, when the former publisher learned, waked the spirit of prophecy within him, and he prophesied, saying, "If Hovey has got fifteen hundred dollars to throw away, he has now an excellent opportunity to do so."

A year before I had desired this office, had time to devote to it, and fancied the business would suit me, and I it. But now I had not the time to spare, and was not a little fearful lest my friends should be disappointed. But I 'waded in' and swam as well as I could. Luckily the printer was a man of rare taste, scholarship and business habits, from whose eye a typographical blunder had but a slender chance of escape, who used new type and clean white paper, and issued 'on time.' Of course this man must have been Nason—and Nason it was. My caucus friends 'kept the faith,' and subscriptions came tumbling in by every mail, until at the end of the year there was money enough to pay all the bills, and I think a trifle more. The next year showed a balance on the credit side also.

#### LACK OF QUALIFIED TEACHERS.

This 'Teacher' business forced attention to matters outside of Peoria, and threw upon me the responsibility of advising what should be done. In procuring instructors for the schools in Peoria I had found difficulty, and had been compelled to go abroad for them. The same difficulty existed elsewhere. There were not enough well qualified teachers in the State.

#### THE NORMAL.

The discussions at Peoria in regard to the College and Seminary funds were fresh in memory. Why could not these funds be used to endow a Normal school? I could find no valid objection, nor did any one else suggest a good reason why they could not be so used. On the other hand, those teachers with whom I had opportunity to

confer, favored the idea, and it is likely some of them may have suggested it to me originally. Be that as it may, I approved the scheme and fought steadily for it, with the quill, on the stump, and in the lobby. At Chicago, the association moved in the matter, and appointed a committee to visit the Legislature and urge this disposition of these funds. Simeon Wright was the leading man of this committee, and is entitled to the highest credit. I should weary you to tell how the Normal University bill was finally enacted into a law; how one objection after another was removed or quieted, and how the great stumbling block—the location—was at last got over, by leaving it to competition and the Board. But the fact has passed into history, and I—pass on.

Peoria and Bloomington were the leading competitors for the location. Peoria made the best cash bid, but was overborne by a swamp land grant by McLean county.

#### THE PRINCIPALSHIP.

I was chosen Principal, Mr. Phelps, then of the New Jersey Normal School, receiving the minority vote.

It was summer in 1857. I accepted the office, and resigned all others, except that of editor of the *Teacher*, and gave notice that I should resign that as soon as a successor could be chosen.

[This event took place at Decatur the following Christmas, after an exciting contest. Bateman and Eberhart, then, as now, acknowledged leaders, were the candidates.]

#### THE SITUATION.

Having shaken off other occupations, I began to concentrate all thoughts upon the Normal. Much had been already accomplished. The live teachers were its friends. The Legislature had endowed it. McLean county and people had subscribed a site and fund for building purposes. It was nearly half founded.

But that man was ignorant of interests at work in the State, who supposed the College and Seminary funds could be diverted to this purpose, unchallenged. These interests warred against the passage of the Normal University act, and failing, belittled whatever was done under it. The end aimed at was repeal.

Large numbers of men opposed educating teachers at public expense;—let them pay for their education like other people, or like men preparing for other callings. McLean county was overrun with thinkers of this sort. Citizens, respectable in numbers and intelligence, regarded the enterprise as an experiment; were willing to be convinced, but would take nothing on trust. Among these were eminent lawyers.

Enthusiastic friends looked for *immediate* results. In vain did we plead inability to beat nature, which grows not men from babies in a day. Something telegraphic had been promised, and must be performed. Some, misled by the name, were disappointed not to find included in the

curriculum all branches of knowledge. A few expected grand discoveries in science, such as would add to the sum of human knowledge; and savans offered their services, and felt aggrieved that they were declined. Inventors and manufacturers paid their *dorms* and deposited their wares. There are now, or lately were, a highly finished plow, and harrow, and roller, and horse-rake, and I recall not what other implements—gifts to the University. Many suggestions came with them, and proffers of service to explain their peculiarities, and *where for sale*.

No one will know how I was besieged with advice and intimations. It may be true enough, that in a multitude of counsels there is safety; but it does not follow that a multitude of counselors are safe, even if Solomon did say so.

#### HOW THE BOARD STOOD.

On the question of aims and ends, of what should be done or attempted, there was difference of opinion in the Board itself.

One party proposed to borrow a curriculum from existing institutions—to imitate the wise men of the East. It was in part the party which proposed to borrow a man of that longitude for Principal.

Another party, unwilling to snuff out 'the lamp of experience,' did, nevertheless, doubt whether all possibility of progress died with 'father Pierce,' or existed only at Trenton. Something more generous and broader than had yet been achieved was deemed possible, and should be attempted. These ideas and expectations were by no means calculated to put the Principal at ease, for upon him would fall the task of realizing them. He must found an institution for, and entitled to, leadership. Beside these parties, individual members held individual views.

Good old father Bunsen, learned in all the methods and courses of study, and of training in Germany, made Primary Education his hobby; and I will do him the justice to say, was master of it. He was an enthusiastic and learned Dutchman, and rode his hobby eternally. It was the beginning and the ending of any proper system of Normal training—[a proposition half true, certainly.] But he took mortal offence because I could not, or would not, read through his spectacles, and once even introduced to the Board a resolution of inquiry, looking to my removal from office. What came of it I never knew.

Ninian Edwards was rather ambitious in his notions. His father had been Governor of the State. He himself had heard somewhere of Oxford, or Cambridge, and was chagrined that our chief officer should be styled Principal instead of Chancellor. To me he appeared to be a little 'at sea.' His ideas and words were as two kernels of wheat to two bushels of chaff. I think that is the scriptural way of putting it. But great lawyers are not required to be great in everything.

Father Mosely didn't trouble his head about courses of study, but was nervous to learn whether my salary, which

he had fixed at \$2500 per annum in specie, was satisfactory; *id est.* he wanted, through the Board, to be himself complimented for liberality. I am afraid I was never forgiven the stupidity of not catching his drift. But let that pass.

#### WHAT WAS DONE.

The general scope of the institution, and a course of study, having been considered informally, and a committee of supervision appointed, the whole matter was handed over to the Principal to be put in form, and 'put through.'

Embarrassed by conflicting counsels and extravagant expectations, there seemed to be 'a right smart chance' of a first-class muddle. However, as the smoke blew away, I was able to map the work to be done with tolerable accuracy, and, having rented a hall to do it in, and given notice of the day for beginning, and secured Ira Moore and Charlton T. Lewis as associate instructors, began to feel that I was getting my appropriate work well in hand, nor intended to be drawn outside of it. Almost from my advent in the State I had lived in a hurry, doing double, triple, often quadruple duties. Now I determined to do but one. 'Twas useless.—

'There's a divinity that shapes our ends,  
Rough-hew them how we will'

#### THE PLAN FOR A BUILDING.

Scareely had said determination been recorded when I was startled by the presentation of a plan, or sketch, for a University building, by a member of the Board, so singularly inappropriate that I presume its adoption was not seriously expected, even though backed by a strong local influence. But the bare presentation of such a plan exposed the importance of the subject. A mistake here would be a calamity.

For the purpose, therefore, of defeating any hasty action, quite as much as of killing off this plan, I joined Dr. Rex in urging the propriety of sending a committee to inspect the more notable school edifices of our and other States. Dr. Rex, as chairman, made a careful examination of the school architecture in Philadelphia, Trenton, New York City, Albany, and in many towns of Connecticut and Massachusetts; and on his return submitted a written report in which I concurred, and also recommended for adoption the plans of the New Jersey Normal School buildings, in which I did not concur. I was the other member of the committee, and, although I had seen nearly all the prominent edifices in the country for educational purposes, or plans of them, yet I made the tour and studied them over again. It was not enough to select the best existing edifice and model after that; and if it had been I should still have non-concurred in the Trenton plans; but it was required to discover the best plan existing, or not,—in matter, or only in mind,—for an institution such as we were founding.

Given, five hundred adult students: required to find how to construct an edifice wherein they could be comfort-

ably accommodated and *assembled* in one room, and *separated* therefrom into several rooms, or *vice versa*, in the least possible time and confusion, and with the greatest possible ease. That was the problem. It was not proposed to organize or conduct the institution on the college system, in which students occupied—*studied in*—their private rooms exclusively, and could as conveniently go from these to one place, or to different places, for recitation and for “prayers.” A chapel and class rooms, whether *adjacent* or not, satisfied this system. The class rooms might as well be, and often were, in different buildings from each other, and from the chapel. Had it been proposed to conduct the University on such a system, it would have varied the problem.

But as it was, whoever will take the trouble to examine the *second* story of the Normal University building, at Normal, will find my solution. The plan of that story was the seed from which the building grew—the nucleus around which the architect grouped the balance of the edifice. The building, as it now stands, is not my ideal nor that of Mr. Randall’s, the architect, in two particulars. Something had to be yielded to secure the adoption of our plan over that of Dr. Rex, and something also to local prejudice. The local influence will be better understood by recalling the fact that the money for erecting the building had been subscribed by, and was expected to be realized from, McLean county and people. Hence the very natural desire on the part of the Board to conform to local humor, prejudice, or taste. The two departures from the original ideas of Mr. Randall and myself—two blunders, I have always thought,—were these:

1st. Placing “Normal Hall,” the *third* story hall, over the main school-room. This change, or *addition*, compelled the *lowering* of the ceiling of the main working room of the building, which should have been spacious, airy and proportioned, ten or twelve feet, and the putting into it of columns to support the floor above. The *upper* hall hardly compensates for these blemishes.

2d. Changing the belfry tower from an *angle* to the *centre* of the building. This change was made in deference to local feeling, but in defiance of taste and architectural effect. Whoever has seen the Smithsonian building in this city, will understand what I mean.

It is not unlikely that the varied relief at first contemplated would have added to the expense; but that had nothing to do with the change, which was made purely in deference to local ideas of taste, and possibly, of grandeur.

Further; the *centre* tower has nothing to roost on but a bridge; the angle tower could have rested on solid ground. There might have been several towers, varied in form and size. But even one would have suited me better than the present *baseless* belfry.

Saving these variations, the building, as it now stands, fairly represents my ideas, and the views of the architect.

Such is the way the plans were made, modified, and finally adopted.

A contract was at once entered into for the construction of the building, and work vigorously begun in the fall of 1857.

I went back to the school, nor expected again to have much to do with the University building, until it should be ready for occupation. The sequel will show how I was disappointed.

CHAS. E. HOVEY.

Washington, D. C., May, 1869.

#### CENTRIPETAL AND CENTRIFUGAL FORCES IN REPUBLICS—BOTH NECESSARY.

WM. R. EDWARDS.

Look back along the course of history until the eye rests upon Greece, as she was in the days of her glorious liberty, and your glance will encounter a long line of republics. Some of these have long since reached the zenith of their glory, fallen from it, and now remain a heap of ruins. Others once put forth the buds of liberty, but have been crushed in the deadly grasp of the tyrant. Others still there are, some young, some in the prime of life, which have taken deeper root in the soil of freedom, and despite the opposition of monarchies which surround them, continue to prosper, and bid defiance to the hand of despotism.

Guided by the wisdom which the modern republics have derived from the ups and downs, the victories, defeats and death of ancient ones, it is our hope that they will not only still continue to hold their places among the nations of the earth, but also, that by their example they will cause monarchies to decrease in number, and republics to multiply. These republics have differed from each other in their rise, prosperity and success according to the peculiarity of their constitution, their surroundings, the state of their civilization, and the nature of their people.

Athens, once the pride of the world, on the product of whose thought the student yet delights to dwell, had her rise, her prosperity, and for a time her success; but she has fallen. Her rise was rapid, her prosperity great, her success brilliant; but her downfall complete. Attica had her Solon, great as a master mind, and noble in the love of his country, who developed a system of laws that placed his State far in advance of, and made it the most powerful of all Greece. Possessing a long line of navigable sea coast, with numerous gulfs, bays and inlets, she enjoyed commercial facilities not equalled in any other part of the then known world; while her northern boundary presented a range of hills whose craggy sides and rugged crests bid defiance to the foreign invader. Her atmosphere, the purest ever known, and her heavens the most beautiful ever gazed upon by the eyes of man, completed a group of surroundings rarely surpassed.

The civilization of Athens was of the highest type. The desire of the people for education made knowledge universal. Her philosophers developed the germs of science, her logicians laid bare the rules of reason, and her statesmen fully imbued with the ideas both of philosophy and logic, and inspired with an enthusiasm which was the outgrowth of the love of country, exhibited a practical wisdom which has been rarely equalled.

There was one thing, however, peculiar in the nature of the Grecian people. While they had a desire to see the whole country prosper, their peculiar form of government made them careful first to protect their own State. Each State was entirely independent of every other. She lacked a central star, around which all her minor lights might revolve. When war was waged, if the States united it was only by treaty. There was no power to compel a combined action. Here, then, was the great point of weakness in the Grecian system—the lack of a centralized power. The foreign invader watched for the moment when discontent should lurk in the hearts of the people. It came; the invader pressed forward, and Greece was ruined.

Rome, that from her seven hills ruled the world for centuries, had also her rise, prosperity and success; but Rome is no more. Instructed by the best talent of Greece; strengthened by the statesmanship of the Catos and Brutus, who were skilled alike as orators and philosophers; protected by the vigilance of Ciceron, who was eminent in all things that make one truly great; made glorious by the achievement of her Scipios, her Sylla, her Pompey, and her Caesar; ever ready to throw open the doors of Janus, and clash swords with foreign foes—nay, even to meet them on their own soil, conquer them, take their spoils, and annex their territory, Rome could not fail of success. Rome, molded by the ideas of the past, reducing to practice the principles of Plato, Socrates and Archimedes, and molding them into a system of jurisprudence and material development, attained a degree of civilization which, even in this golden age of culture, we view with admiration. With all this practical culture, however, her people possessed less polish than had been attained by the Greeks, but a more warlike spirit. They waged war after war, and made conquest after conquest, until Rome became mistress of the world. But what was her system of government? With the great city as the point of attraction, which drew around it all the elements of the entire nation, she was, unlike the Grecian State, strong in her central power. If this principle had been the only element that entered into the idea of a good government, then, indeed, would Rome have been perfect. But she lacked freedom. With the division of her people into patricians and plebeians, and its consequent evil of class legislation, with the custom of enslaving her prisoners of war, with the remote division of her territory erected into subject provinces instead of free States, Rome,

even in the time of the commonwealth, partook more of the character of an empire than of a republic. While the higher classes revelled in luxury, the great mass of her people, compelled to obedience without any voice in the government, became discontented, and the star of Roman greatness, now high in the heavens, declined from the zenith; nor did it stop in its downward course until it was lost in irretrievable oblivion. While the history of Rome's good deeds is one by which the whole world may profit, her heap of ruins stands as an eternal warning to modern republics.

The shortness of time forbids the notice of more than one of these. But this is one with which we are all familiar, whose beneficent citizenship we have all enjoyed, and whose freedom every patriot admires,—America, the Queen of Republics, whose ensign of nationality has floated over the western continent, traversed the seas, is respected in every port, and honored by every nation. With a people fully imbued with the ideas of liberty, and with a desire for a lasting government; with a territory stretching from the Atlantic to the Pacific, from the lakes to the gulf; with a fertility of soil unsurpassed; with navigable rivers that penetrate its centre; with a commerce that rivals the world, America has excelled all ancient rivals, and defies all present competition. Her government is founded in the wisdom eliminated from the history of ages. In the past the highway of civilization has ever reeked with the miasma from the decaying bodies of men who have fallen in the strife for liberty. But the path of improvement is no longer macadamized with bones and wet with human blood. The American people have sought out and developed a more glorious plan, bloodless and beneficent, by which to advance the interests of liberty. While the nation has her central power, she has also her States, perfectly free in their local affairs, yet dependent, to some extent, upon the national government. Ours is a system founded on no artificial principles, but on natural science. May this system ever continue. May the States, like the planets, roll on in their glorious independence, and, like the planets, may they ever be obedient to the central sun.

#### THE FIRST AIM OF EDUCATION.

I accept without qualification the first principle of our forefathers, that everybody born into the world should be put in the way of maintaining himself in honest independence. No education which does not make this its first aim is worth anything at all. There are but three ways of living, as some one has said: by working, by begging, or by stealing. Those who do not work, disguise it in whatever pretty language we please, are doing one of the other two. The practical necessities must take precedence of the intellectual. A tree must be rooted in the soil before it can bear flowers and fruit. A man must learn to stand upright upon his own feet, to respect himself, to be independent of charity or accident. It is on this basis only that any superstructure of intellectual cultivation worth having can possibly be built.—*Froude.*

## NORMAL SCHOOLS.

*Lecture Delivered at the Congregational Church in St. Cloud, August 31st, 1869.*

BY PROF. IRA MOORE.

Man is a progressive animal. His brain power only distinguishes him from the other animals to which by bodily structure he is allied. The robin builds her nest as she has built it for the last thousand years, and the muskrat makes no improvement upon his house; he builds as he has always built, and not only fails to originate anything better, but even to imitate his brother man who raises the comfortable cabin upon the shore of the little lake. The eagle entices her young from the nest upon the tall pine of the little islet where she has built, and flies down from the bough before them to teach them how to use the wing, until one by one they venture and go fluttering clumsily to the earth. Day by day, led by the mother bird, confidence and strength and skill increase, until the practical wing cleaves the air like a scimitar. But eagles for countless ages have been repeating the process, never varying a hair's breadth in their methods. Progress is not there. Man only among the animals is capable of drawing out and educating his faculties; reasoning from a few known facts to the principle underlying all facts of the same kind.

Knowledge, said Franklin, is power. Not blind brute force, but intelligent power, controlling its own forces, and incapable of being led astray. The ancient understood this; from the earliest dawn of history this maxim, so tersely uttered by our American Philosopher, has been acted upon and applied; with this difference however: the ancient educated only a certain select few. The modern seeks to educate the entire mass of the people.

It is the first duty of the State to educate. The well-being of the citizen depends upon it, and the greatest good of the greatest number, that received maxim of all liberal governments, is accomplished in no other way. That the well-being of the people is best promoted by education, no one is hardy enough to doubt, for

"What is man  
If his chief good and market of his time  
Be but to sleep and feed?—a beast, no more.  
Sure he that made us with such large discourse,  
Looking before and after, gave us not  
That capability and goilike reason  
To rust in us unused."

(Shakspeare.)

The only thing to be considered is the government itself. Does it wield more power, and stand higher among the nations of the earth, by educating, or by keeping its people in ignorance? Is it more or less stable by enlightening its subjects? To some extent these questions are to be considered together. That which gives a government success, and contributes to its power, adds to its stability.

As I have already remarked, the ancients understood well the increase of power produced by education, and

acted upon it. Lycurgus well knew what he was about when he framed for Sparta that code of laws which included the severest system of education which has ever been put in successful practice. Plutarch reports him as saying, "the whole business of the commonwealth resolves itself into the bringing up of youth." The parents were compelled to give up their children to the State to bring up and educate. They ate in public at a common table. The plainest fare only was allowed; no luxuries were permitted to any. A witty Athenian is reported to have said that he did not wonder the Spartans were so brave in battle; death was far preferable to life on such fare as was allowed them. Their discipline was both physical and mental. Body and mind alike were developed. The result of this was a power which no one would ever have dreamed the little Spartan commonwealth to have possessed. Her arms were everywhere triumphant. Almost constantly at war, she gained her battles so uniformly that her troops were thought invincible; for centuries she held undisputed sway; and had she not been hemmed in by that little peninsula she occupied, might have conquered the world. But there was one source of weakness which did much to limit her power and which finally overthrew her. She did not educate the whole people. The citizens were only about one-fifth the entire population. The other four-fifths were helots or slaves. Restless and revengeful, they rose in repeated insurrection against their masters, and were only kept down by the strong hand; the hand that was guided by an educated brain.

Athens thought as highly of education, but framed no iron code by which it should be administered. Her discipline was voluntary. In St. Paul's time we have the record—"for all the Athenians spent their time in nothing else but either to tell or to hear some new thing." They had their games and exercises in which all citizens were allowed but not compelled to take part. The taste and inclination for these things varied, and in like manner varied the power of Athens; sometimes humbled in the dust before her enemies, and again raised to the very pinnacle of power.

Carthage also educated a small class of men; and Rome, her successful rival, owed her vast power to the careful training of the Roman citizen. She lost her independence by an insatiable grasping of province after province, and kingdom after kingdom, until her possessions became so unwieldy as to break in sunder of their own vast weight. A warning to us who have swallowed up Texas, Northern Mexico and Alaska, and instead of being content with our present size, are stretching out our arms for Canada and Cuba.

Coming down across the chasm of dark ages, when the little culture and discipline there was, was hidden in the church; when the nations were groping in darkness together; when each in its weakness was enabled to stand only because of the weakness of its neighbors, we see the

Teutonic nations first struggling to rise out of the gross darkness, and proclaiming the necessity of the State to educate. Martin Luther, in advance of his countrymen as much in education as in other matters, writes, "I hold it to be incumbent on those in authority to command their subjects to keep their children at school." As yet the thought of *free* schools had not entered into the mind of man. The reformers were all convinced of the power of education. It was that same spirit that right along side the first church in Boston built the first school-house; and side by side these two agencies built up the State together.

Perhaps in modern times the power conferred by education has been nowhere more strikingly shown than in Prussia. In the eighteenth century Prussia had been built up of small German States mainly by the genius and skill of Frederick the Great. And there was no unity of feeling among the people. The parts were loosely compacted. The elements of weakness were there; you might have knocked Prussia down with a feather. But something heavier than a feather was coming; the French Revolution shook her to the very centre. Napoleon's victories following humbled her completely. Her army was utterly destroyed. Her credit gone. The French army passed and repassed through her territories on their way to more distant conquests. After the treaty of Tilsit in 1807 only the name was left. No nation could have fallen lower. But at this time of her darkest fortunes the king saw luckily the road that led to national independence and power. He immediately issued a proclamation containing these remarkable words, "The State must regain in mental force what it has lost in physical force;" he organized straightway the present system of national schools, placed Baron Von Humboldt at the head of the department of public instruction, and proceeded to carry out his plan. The Baron soon resigned because there was no funds to carry out the design. But the obstinate old king held on his way spite of all obstacles. Now mark the result. Prussia rose steadily in the scale of the nations; regained her lost provinces one by one; increased in wealth, and stored up power within her dominions as in an enormous fly-wheel. Except striking Denmark a sharp blow, and bringing away a portion of her dominions a few years since, Prussia had remained quiet until Austria, in 1865, I think, came carelessly in contact with her. A war was the consequence. All the field-marshals, and gray-bearded generals, and long-headed politicians, figured the thing up, and concluded three years as the least possible duration of it. All the other European nations were to be mixed up more or less in it. But Prussia took the field, met her enemy, and in a single battle decided the whole matter, returned home, disbanded her troops, and issued her proclamation of peace—all within six weeks. Austria has been whipped into educating her own subjects, which she is now proceeding to do. France is taking measures to educate, as a guard against the encroaching power of Prussia and to preserve

her ascendancy among the nations. In England where much discussion is taking place and great strides are made toward establishing free schools, the motive is a novel one. England's life is in manufacturing, and she finds that the educated, skilled workmen of the continent, are surpassing her ignorant artisans in all departments. She is losing her supremacy, and her statesmen see clearly enough that in order to maintain it they must educate.

To no country on the globe does the duty of the State to educate her people, come home so clearly as to our own; nor were the founders of our government slow to recognize this duty. By the ordinance of 1785 for regulating the sale of the public lands, the 16th section of every township was reserved for the maintenance of public schools. The ordinance of 1787 for the government of the Northwestern territory further says—"Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." The power of the government is in the people. Every man whose brain is a thinking power, is an element of strength; while every ignorant, vicious, besotted wretch, is an element of weakness. So long as the people can be educated, freedom is secure; let us once sink into ignorance and apathy, and we become a prey to the first demagogue who has skill enough to guide us, who have lost the power to guide ourselves. The free schools of the North not only won the victories in our last war, which preserved the unity of the nation; they shielded us from the worst evils of monarchy and despotism at its close. A trained army of a million of men is a terrible instrument in the hands of ambitious men to overthrow a nation's liberties. Men deeply read in the history of nations which have gone before us, listened with dread to the "tramp, tramp," of our returning armies. But there was no cause for fear, for behind each bayonet was a brain, which in log school house, or in more imposing village or city structure, had been taught to think for itself; to love liberty and despise despotism. No one man, no set of men, could use this power to further their own selfish ends. The army melted away in the mass of the people, and not a ripple showed sign of any disturbance; 'twas educated force, not dangerous except to tyrants and disturbers of the nation's peace.

This duty of the State to educate includes within itself another duty, that of providing well trained teachers for the schools; as well an army of ignorant, undisciplined officers, or a ship with a landlubber for a captain, as a school without an efficient, well trained teacher, at its head. Now it is one of the discoveries of modern times, that if a person is to be fitted for any special calling or pursuit, it can be best done, in fact only be well done, in a school established for that purpose. We all know how professional men used to be trained. The young man spent a year or two in a lawyer's office picking up what information he could, learned to copy law papers, was admitted to the Bar, commenced practice, with every thing pertaining to his

profession to learn from experience. The incipient physician studied the skeleton, learned to mix medicines, and went out to fill his two or three burying grounds, before experience had given him skill to save life rather than destroy it. The candidate for ministerial honors spent a year or two with some brother grown gray in the service, and took his place in the pulpit, with a great contempt of science, and a strong inclination to call any one who knew more of it than himself an infidel. With no preparation at all, the teacher, arming himself with birchen rod or ruler, took his stand to govern with despotic sway his little realm. Often his subjects rose against him with various success; torn jackets, bruised faces, and welted backs, attested the severity of their punishment if they failed, as they usually did; for might and right were supposed to be united in the master's person to achieve the victory. It used to be thought that anybody, especially any college graduate, could teach. A late writer says, "It has come to be a common doctrine that anybody, that everybody, can write a novel, just as it used to be that everybody or rather anybody might keep a school." But later years are properly elevating the teacher's vocation into a profession, and requiring of him as much special preparation, as of the lawyer or the physician. All professions and pursuits are now educated in special training schools. There are schools of law, of medicine, of theology, military schools, naval schools, schools for drawing and designing; engineering schools, chemical schools, agricultural schools, in which men are trained for farming; and normal schools. The advantages of special training in schools are too apparent to need mention. I will only mention one marked example. At the breaking out of the last war, large numbers of civilians were called to high positions in the army. They embodied the best talent of the nation. The West Point men formed a small minority of the officers. The national feeling was against West Point. They were called, not without reason, Red Tape men; their loyalty was suspected; the nation's money had been wasted in training a set of puppets, for show and not for use. The government was not disposed to favor them, but gave many of its highest places to civilians. But the West Point men quietly took their positions and bided their time. Now note the result. At the close of the war in 1865 not a man had risen to eminence through success in the field, not a man held a high military position, except the same West Point men. The names which have become household words, are all found on the list of her graduates—Grant, Sheridan, Thomas, McClellan, McPherson, Lee, Stonewall Jackson, Longstreet, the two Johnsons, Beauregard, all are hers. These were not men of extraordinary abilities. West Point school was never filled with the nation's best talent. They were successful because they had been educated for the business in hand; just as the specially trained physician is superior to the quack who takes up the practice at a moment's notice or the specially trained teacher is more successful than the mere college graduate.—*Saint Cloud (Minn.) Times.*

(CONCLUDED NEXT MONTH.)

#### CORRESPONDENCE.

It affords us much pleasure to publish the following letter from a former student in the Normal University, whose success as a teacher in Southern Illinois for the last two years has been very marked. We hope to hear from our friend again.

GOLCONDA, ILL., October 4, 1869.  
PROF. STETSON—*Dear Sir:*

It must be conceded that Egypt deserves great praise for the noble stand she has taken in the cause of education for the past two years. With this movement, there have been others equally praiseworthy. Farms, that but a few years since were worked after the style of seventy-five years ago, are now cultivated after the manner of the present age, and as a consequence farmers are becoming wealthy, thus elevating the whole country.

Many have been led to think this part of the State poor, on account of the poverty of its inhabitants. This test, as a rule, may be a good one, yet when we consider that the early settlers were principally from the Southern States, the exception to this rule, in this case, is easily seen.

There is perhaps no part of the United States better adapted for the culture of fruit—the soil is extremely fertile—the climate is that golden mean between the rigorous winters of Wisconsin and the hot summers of Mississippi. All that is needed is men of energy, and these we are beginning to have.

School-houses and churches are springing up all over the land. In Pope County alone 37 new school buildings have been erected, and 41 have been furnished with comfortable furniture within the last 4 years. Teachers qualified for their work are in great demand. We hope, after our Normal school is opened at Carbondale to compare favorably in educational matters with any other part of the State.

Yours, very truly,

D. E. NEWCOMB.

The St. Cloud (Minn.) *Times* says that the address of Prof. Ira Moore, on "Normal Schools," of which we give the first instalment this month, presents the "subject in a broader, fuller and more vigorous manner, than it has ever before been presented in the State. The address is necessarily somewhat lengthy, but its terse sentences, freshness of style, and the happy grouping of the facts which pervade it throughout, give the reader an ever increasing interest as he passes along in its perusal. Prof. Moore has shown himself to be an able educator, well adapted to the great work of building up the Third State Normal School; and this address, if carefully studied, must not only disarm much opposition to our Normal School system, and warm up its reliable friends to renewed effort, but even change its hitherto bitter enemies to active friends. The address ought to be scattered broadcast over the State."

# The Schoolmaster.

OCTOBER, 1869.

**ALBERT STETSON, Normal, Ill., } Editors.  
JOHN HULL, Bloomington, Ill., }**

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## CURRENT TOPICS.

The public have already been informed of the complete success of the recent expedition under the command of Prof. J. W. Powell, of the Normal University. From recent interviews with the gallant leader, we are satisfied that the recent achievements of himself and party are entitled to be set down under the head of modern heroism. The attempt to shoot the canons of the Colorado, a feat regarded by the hardy mountaineers of that region as impossible as a flight to the moon, was attended with great peril at every step. But what will not brave men guided by skill and intelligence be able to accomplish? The riddle of the Colorado is at last solved. Down the rocky gorge, tossed by rapids, seized by whirlpools, the boats often entirely filled with water, the precipitous rock-cliffs in some places rising 4,000 feet above their heads, the adventurers pursued their fearful way. Some faint hearts failed, as was to have been expected; but what imparts an air of tragedy to the expedition was the fact, that at the very conclusion of the perilous voyage, three excellent men, after vainly trying to dissuade their commander from what seemed to them certain destruction, left the party with tearful eyes, only, as is now believed, to perish themselves at the hands of hostile Indians.

This voyage, destined to be memorable in the history of modern explorations, deserves, and we trust will receive, a full and minute description from the graphic pen of the commander.

The faculty of the Normal University were authorized by the State Board of Education at their session in June last, to issue certificates, in addition to the diploma given at the completion of the prescribed course of three years, to such present or former members of the institution who may apply therefor, as according to the records, are by scholarship and deportment entitled to the same. Whoever has fully completed the studies of one year, as above, will receive a certificate specifying the studies pursued. Whoever has satisfactorily completed the two years' course including a successful experience as a teacher in the Model School, will receive a certificate to this effect.

The one year and two year certificates will receive the signatures of the President and Faculty of the University, and it is thought will prove of marked advantage to all

teachers entitled to receive them. Applications specifying the date of admission to the University with the kind of certificate desired, should be made to Richard Edwards, President, Normal, Illinois.

We continue in our present issue the interesting autobiographical sketch of Gen. C. E. Hovey, the founder and first Principal of the Normal University. Surely no man is so justly entitled to use the expression *magna pars sui* concerning the inception and early prosecution of the institution that has since become so grand a success, as the writer of this sketch. We are not surprised to learn of the general interest which it excites, and of the earnest desire of all readers to follow the author to his conclusion. The off-hand, homely and unpretentious style, and the piquant mention of persons and events, seem to us particularly pleasing.

We shall continue the sketch in successive numbers until its completion, after which we hope to supplement it by a series of articles from the ready pens of some of Gen. Hovey's early coadjutors, whose reminiscences of the early days of the University cannot fail to be highly interesting to all students and friends of the institution.

President McCosh, of Princeton College, is reported to have said at a recent meeting of the Philological Association that he was prepared from his intimate acquaintance with the Universities of Great Britain and with many of those on the Continent, to say that the average attainments of graduates from colleges here and there are about equal.

The Carbondale *Era* in speaking of the site for the Southern Illinois Normal School building says that "of the hundreds of beautiful places its location is the most beautiful. It is upon the twenty acres donated by Mrs. Sanders, on West street about one-half mile south from the public square. The land is sixty feet higher than at Hindman's corner, has a gradual slope in every direction, and commands a view for several miles from the railroad. The location is beyond doubt the finest in the State of Illinois. The Commissioners have shown excellent taste and given general satisfaction in their selection."

Our next Number will be of unusual interest to all teachers and Normal School pupils. Prof. Moore's lecture makes very favorable mention of the Illinois Normal School, and of the Illinois Normal School System. Ex-Principal Hovey's article treats of the difficulties overcome in the erection of the present Normal University building. Altogether this paper is a record of daring which we never expect to find surpassed. A letter from Prof. Moore concerning early Normal days will also appear.

Prof. H. L. Boltwood has assumed control of the Educational columns of the *Bureau County Republican*. Good results will follow.

## STATE NORMAL UNIVERSITY.

The Fall Term opened September 6th under very favorable auspices. The number of applicants for admission was very large, and the standard of admission was accordingly raised. The result was the exclusion of many who would have been admitted at any previous examination, and a decided strengthening of the school thereby.

The number of students at present enrolled is as follows:

NORMAL DEPARTMENT.		
Ladies 214;	Gentlemen 100;	Total 314.
<b>HIGH SCHOOL.</b>		
Girls 27;	Boys 38;	Total 65.
<b>GRAMMAR SCHOOL.</b>		
Girls 65;	Boys 94;	Total 159.
<b>PRIMARY SCHOOL.</b>		
Girls 13;	Boys 21;	Total 34.
Grand Total,		572.

The number provided by law for the Normal Department is 289. Thus it will be observed that the number in attendance—314—is still 25 in excess of the prescribed number notwithstanding the increased rigor of the examination for admission.

The graduating class of the present year will number 30 at least—nearly twice as many as any previous class of graduates.

The recent addition to the Normal Faculty of two members—John W. Cook, (graduate of 1865), and Henry McCormick, (graduate of 1868), has added materially to the efficiency of the institution.

Especial attention is now paid to practical instruction in the English language. An original composition is required once a week from every student, and these papers are subjected to careful criticism. Very valuable results are promised by this very useful exercise.

The Literary Societies connected with the University are in a condition of unusual prosperity. Arrangements are already making for the annual contest meeting to take place at the close of the present school term.

## IRREGULARITY OF ATTENDANCE AT SCHOOL.

What is the one greatest evil of American schools? We are sure we are right in saying irregular attendance. The statement is made on the best of authority that the efficiency of our schools is lessened from thirty to forty per cent. by this single cause. Of what avail the most liberal expenditures, the finest school edifices, the most competent instructors, the most complete graded system, if the best directed efforts must continue to be crippled by non attendance and extreme irregularity on the part of pupils. Should compulsory laws be enacted and enforced?

We must admit that the State has the legal right to legislate on the subject. Why tax John Jones to support a school to educate Samuel Smith's children, if there is no power to compel Samuel Smith to send his children to school? But is compulsory education expedient? Cannot the voluntary system be made sufficiently effective?

In Russia and most of the German States, parents are required by law to send their children to school, and keep them there, from the age of five to twelve or fourteen. What is the result? A rapidity of progress scarcely known in this country. Is not the fear of interfering with individual freedom carried to an absurd extent when it suffers the short-sighted and ignorant parent to stand in the way of his child's best good, by refusing to allow him to enter the school-house close by his door. *Ignorance is the mother of vice* we all know from daily observation. Is that government doing the best thing for the people which suffers besotted Patrick McAfferty unmolested to bring up his multitudinous progeny as candidates for Joliet and the poor-house? We court discussion of this most important question.

## STATE TEACHERS' CERTIFICATES.

At the examination of candidates for State Teachers' Certificates, held at Normal August 10th and 11th, 1869, twenty-five candidates presented themselves—twenty-one gentlemen and four ladies. Three gentlemen withdrew during the first half day. Three ladies and twelve gentlemen were successful. We append their names.

Graee C. Bibb, Peoria.

Mary A. Campbell, Morton.

Anna C. Gates, Freeport.

Stephen Bogardus, Normal.

Byron L. Carr, Waukegan.

Charles H. Crandell, Normal.

E. P. Frost, Lamoille.

H. H. Grover, Moline.

John Higby, Kankakee.

George W. Mason, Normal.

James F. McKee, El Paso.

Charles W. Moore, Normal.

George S. Ricker, Hennepin.

Samuel H. Stevenson, Heyworth.

Henry F. Wegener, Springfield.

Of these, eight were former students at the Normal School, and five graduates of the same.

We quote the following significant statement from the published report of James H. Blodgett, Secretary of the Board of Examiners: "The progress of opportunities for woman's education and the training some have secured who are at work in our public schools is well indicated in the fact that, on the present occasion a woman led the list, rising above graduates of high standing from some of the best colleges.

Eldridge & Brother of Philadelphia have in preparation *The Model Speaker*, which will be off the press and ready for distribution about the 15th of November. They say that for variety and freshness of selections, beauty of mechanical execution, economy in price, etc., this book shall excel anything of the kind yet published.

**OBITUARY.**

Died, of rapid consumption, on the 11th of August, at 3 o'clock A. M., at her home in Peoria, **MARY CHASE**, aged 3 years and 10 months.

The deceased was the eldest daughter of Henry L. and Susan G. Chase, of Peoria, and a native of this State. In the fall of 1863 she entered the Normal school, and all of that school year and the greater part of the next, she was a most worthy member of the University, beloved by all of her class-mates and teachers, always fulfilling her duties as pupil with promptness and zeal, and as friend with unvarying sweetness and kindness. Few members of the school have received equal respect and affection or have been equally deserving of it. We are sure the intelligence of her early death will sadden the hearts of many, very many students, now widely scattered throughout the State, who recall in memory the pleasant hours passed with her in the University.

Miss Chase was a truly noble Christian woman, of remarkable powers of mind, and lovely endowments of soul, a true worker in the Master's vineyard, whose heart and hand never slackened in good works. Her illness began with a severe cold taken about eight months before her death. Her decline was very rapid, but, excepting at the first, she suffered but little actual pain, so that loving friends, in spite of warning symptoms, continued to hope for the prolongation of her life for many months. But it was otherwise willed, for on Wednesday morning, August 11th, she passed thro' the silent gates, without struggle or suffering.

"The good die first,

While those whose hearts are dry as summer dust,  
Burn to the socket."

Why this is we know not; the good Father's thoughts are not ours. He said, "Come up higher." He has work for true hands and hearts there as well as here.

While we sorrow for the early parting from one who was so loved and so mourned, we know her earnest living was not without its fruits, for

"That life is long which answers life's great end."

[Com.]

At a meeting of the Wrightonian Society, September 25, the following resolutions were reported by a Committee previously appointed, and unanimously adopted :

WHEREAS, It has pleased our Good Father in His Infinite Wisdom to remove by death Miss Mary Chase, of Peoria, formerly an active and useful member of our Society,

*Resolved*, That by her death the Society has lost one of its most honored members, whose superior attainments and Christian worth won for her the highest esteem of all who knew her.

*Resolved*, That we, the members of the Wrightonian Society deeply deplore the early death of one so full of promise, and desire by the adoption of these resolutions to pay due tribute of respect to the memory of departed worth, and to express our

warmest sympathy with the sorrowing relatives of the deceased.  
*Resolved*, That a copy of these resolutions be transmitted to the parents of the deceased, and also to THE SCHOOLMASTER and the Peoria Transcript for publication.

A. STETSON,  
W. H. SMITH,  
ALICE C. CHASE, } Committee.

**MARRIED.**

August 25, 1869, Mr. D. E. Newcomb and Miss Alice Russell, both of Golconda, Pope County, Illinois, and recently students in the Normal University.

THE SCHOOLMASTER hereby acknowledges the reception of cards, and presents his heartiest congratulations.

**NORMAL REGISTER.**

[*Graduates and all former students are requested to furnish facts for this Register.*]

**GRADUATES.**

Silas Hayes, '60, farming near Odell, Livingston County.

Miss Helen F. Grennell, '62, assistant in Peoria High School. Teaches Mathematics and German. Salary \$900.

James F. Ridlon, '62, farming near Lanesfield, Kansas. From a letter to a friend we learn that he declined to offer himself as a candidate for the Legislature of Kansas last year.

Miss Hattie E. Dunn, '62, assistant in First Ward School, Bloomington.

Miss Lucinda J. Stanard, '65, has accepted a position in the Minnesota Third Normal School. Salary \$650

John Ellis, Jun., was recently nominated by the Republicans to the County Superintendency of Woodford County.

James S. Stevenson, '67, is teaching in Washington University, St. Louis, Mo. Salary \$1,300.

Isaac F. Kleckner, '69, is Republican nominee for County Superintendent of Stephenson County.

**UNDERGRADUATES.**

Henry F. Wegener, principal, Tallula, Menard County. Salary \$900.

W. T. Cathecart, principal, Sparta, Randolph County.

Joseph Carter, principal Grammar School, Normal University. Salary \$1400.

W. G. Myer, principal, Loda, Iroquois County. Salary \$1000.

Thomas Scholes, principal, Auburn, Sangamon County. Salary \$900.

John X. Wilson, principal, Leroy, McLean County. Salary \$80 a month.

W. C. Griffith, principal, Marshall, Clark County. Salary \$100 a month.

James R. Richardson, principal, Arlington, Tazewell County. Salary \$70 a month.

James M. G. Carter, principal, Shawneetown, Gallatin County. Salary \$1000.

B. T. Hedges, principal, Litchfield, Macoupin County. Salary \$1200.

Daniel E. Newcomb, (student in 1867), Principal Graded School, Golconda, Pope County. Salary \$1,300.

Mrs. Alice Newcomb, formerly Miss Alice Russell, (1867) assistant with the above. Salary \$600.

Miss Mary E. Owen, (1868-9), assistant with the above. Salary \$600.

We are glad to find the following complimentary notice of the Chicago and St. Louis Railway in the *Chicago Railroad Gazette*. President Blackstone, General Superintendent McMullin, and Assistant Superintendent Vaughan have made this one of the most popular roads in the State:

The report of earnings for September shows a handsome increase, notwithstanding the competition for through business which the route by the Vandalia road and the Illinois Central have made this month for the first time. This is more encouraging, because for so long a time previous there had been a decrease in earnings as compared with those of last year.

One of the largest and finest trains of the season left this city for St. Louis on this road last Monday evening. There were four Pullman palace cars, five first class coaches, one second class car and two baggage cars in the train, which was drawn by two locomotives. The St. Louis Fair and the session of the Masonic Grand Lodge at Springfield, were the chief causes of the unusual throng of travellers, but travel on the road is generally heavy at this season.

A fine passenger locomotive to be used on the fast trains of this road has just been turned out at the shops in Bloomington.

A correspondent of the *St. Louis Republican*, writing from Springfield, describes as follows some of the attractions which this road offers to travellers:

"Several improvements introduced to public appreciation on the St. Louis, Alton & Chicago Railroad deserves special mention. Of these, two concern the passengers' safety, and others their personal comfort and accommodation. Quite recently the Eastern press showed how much danger could be avoided, by so constructing the platforms and connections of the cars, as to prevent the interlapping of one car with another, in case of collisions. This fearful thing is called 'telescoping,' and in nearly every fatal accident caused by collisions, most of the killed and wounded result from one car running into another."

"The newspaper hint was a good one, but Mr. President Blackstone had already adopted the plan and put it into operation on his roads. As accidents on them are rare, the application of his invention is practically of no particular utility, yet his example followed by all roads might save many lives."

"Another excellent device has been introduced by President Blackstone. The frequency of fires on disabled trains caught from lamps, has greatly alarmed the travelling public. To obviate these, he has abolished lamps and substituted large mould candles, which, on being upset with the cars, extinguish themselves. This improvement should be adopted everywhere."

"So much for the safety of life and limb; improvements on the score of comfort are equally praiseworthy. The introduction of Pullman's eating cars makes an era in railroad progress. As yet no other road in this State has adopted this

great improvement; no one should be without it. The idea of rushing into an eating station and gobbling up a half masticated meal of questionable excellence, with sure dyspeptic results, deters many travellers from venturing to eat anything but a preconceived lunch. At the tables on Pullman's coaches, exquisite meals are served with first-class hotel appointments and enjoyed at leisure with moderate expense.

Greeley says there are 100,000 people in New York to-day, who if they had been placed in the garden of Eden where Adam was, would have soon starved to death for want of some one to pluck the fruit and put it in their mouths.

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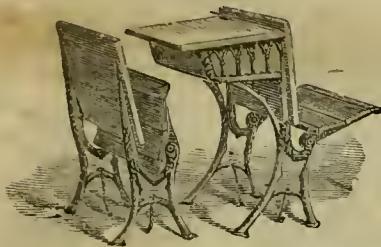
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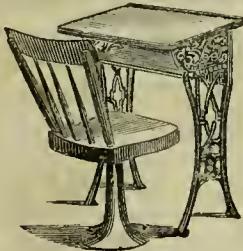
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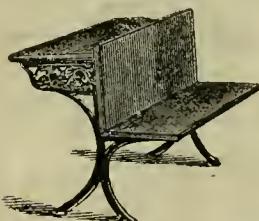
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*A Journal of Education, Literature, and News.*

VOL. 2. No. 18.

NOVEMBER, 1869.

\$1 00 A YEAR

## *A SCHOOLMASTER'S STORY.*

(*Part Third.*)

DEAR WENTWORTH:

I need not tell how Ira Moore and I began to instruct a score or less of students in a tumble-down hall, tumbled-up on the top of a grocery house, at an out of the way corner, in the city of Bloomington—how the students increased in numbers—how other teachers were added—how Mary Brooks ‘run’ the Experimental School, (Primary,) and made it a model—how said hall was fitted and furnished and grew to be comfortable, bating the surroundings—how here we pursued the even tenor of our way, biding our time; for these things are well enough known.

But there came a time when we were not permitted to go on in peace. Questionings, which would not be quieted by plain answerings, came again and again. I tried hard to bar them from the school-room, but could not. The great fact that not a blow had been struck on the University building for eighteen months, was known to everybody. It acted and reacted on us depressingly. Were we to remain cooped up in Major’s Hall forever? Must we, after flattering the public and ourselves with the grand idea of a model school in a model edifice, confess failure? The thought was wormwood, and the fact, if fact it should prove to be, was full of peril. We had carried the Normal School bill ‘by the skin of our teeth,’ and who knew but that the opposition might rally and repeal the law, armed with such a failure, to carp at?

But what could be done? We had neither money nor credit. What we did have, applicable to building purposes, was a subscription which could not then be collected, and perhaps never. The suspension of work on the building, in December, 1857, was brought about by our inability to collect, from this subscription, six or seven thousand dollars to pay the contractors the first instalment, due them on their contract, for work done. They reasoned, and sensibly, that if the subscribers to the building fund, in the first flush of victory, while yet the ink was hardly dry with which they had recorded their “promise to pay,” would not or could not pay seven or eight thousand, out of one hundred and fifty thousand dollars, (I use round numbers,) it would not do to rely upon them, or their subscriptions; and the sooner they (the contractors) stopped work the better it would be for them. So they stopped, and the

suspension continued until the summer of 1859—more than a year and a half. Meanwhile matters grew worse. A great financial revulsion had swept over the country, carrying ruin to some subscribers, and greatly crippling others. Moreover, from this cause, or the lapse of time, or some other reason, the great body of donors seemed to carry their obligation more loosely, if possible, than at first. Some who had subscribed lands refused to deed them until the building should be fully completed, which was a repudiation of their subscription so far as any aid in erecting the building was concerned. The most prominent of these was David Davis, then Judge of the Circuit Court, and now one of the Justices of the Supreme Court of the United States. His example was disastrous. After the building should have been built, it was quite immaterial whether he deeded his land or not. Everybody knew the State, in the end, would pay all necessary bills. The need was present aid, the immediate and honest payment of the subscription, on the faith of which the Board had located the institution in McLean County. When a ship is once launched, it will float itself, but it takes *power* to launch it. Davis, in bad faith I have always thought, refused to furnish the *power* he had promised, until such time as it should not be needed. And yet this same Judge Davis is reputed to be worth four million of dollars, and his subscription was only forty acres of land. Adjoining it, a comparatively poor man, Mr. Bakewell, gave twice as much, and didn’t higgle about deeding it either.

That part of the subscription made by the County of McLean, was undoubtedly good, but remote. It was payable out of the *proceeds* of the sales of her swamp lands. These lands could not, by law, be sold for less than their appraised value, and would not then sell for that. Of course there were no proceeds, and nothing due on her subscription. This subscription was seventy thousand dollars, nearly one-half the entire amount.

What, then, was the situation at the close of the school year, in June, 1859? We had got a charter, a fund to pay teachers, a plan for a building, and a subscription, but no money for building purposes.

Mr. Moore might have stated the case, so far as relates to the building, as follows:

*Given;* a sixty acre site, a plan on a scale of two hundred thousand dollars, and an unavailable subscription of one hundred and fifty thousand dollars.

*Required*; to construct an edifice, in pursuance of said plan out of said subscription.

Could it be done? Of course nobody but a yankee school master would be fool enough to undertake it; but could it be done, if undertaken?

You ask, why not go to the Legislature for funds to build with?

For two reasons:

1. We had promised not to do so; and that was one of the considerations which secured the passage of the Normal University Act. We could not 'eat our own words' and go back to the very next Legislature and ask for more money—we were too modest for that.

2. We had not grown strong enough to risk the institution in the Legislature at that time. It might take the idea into its head to modify, or even repeal the charter itself. We needed a little more time for development and results, before going again to Springfield for money.

If the people of Bloomington and McLean County could not or would not comply with their obligations and pay up, why not change the location to some town or city that would?

I was of the opinion that this might be done. But there were objections. The site had been given and accepted in good faith. Some donors had complied or stood ready to comply with the terms of their subscriptions; others had failed only because of financial reverses beyond their control. McLean County did not agree to pay her subscription until she should obtain the money therefor by the sale of her swamp lands; and this subscription alone was nearly equal to the greatest bonus offered elsewhere, for the location—and was sure to be paid some time. Under these circumstances, the suggestion to change the location to some other county, could not be maintained.

When the Board met, therefore, in mid summer of 1859, on occasion of the annual examination and commencement, and reviewed the situation of affairs, the following facts were found:—

1. The 'Normal University' bill became a law on the 18th day of February, 1857.

2. The interest on the College and Seminary funds was, by said act, set apart for the maintenance of said University.

3. The location of said University was to be made by "the Board of Education of the State of Illinois," where, other things being equal, the largest bonus should be offered therefor; and was made at Normal, in McLean county—said county, and the people of said county, having offered the biggest bonus.

4. The bonus, or subscription, for the location was the only fund given to the Board for the erection of a permanent house, or home, for the institution.

5. A plan for a building had early been considered and agreed upon, a contract for construction entered into, work begun, and foundations laid, in 1857.

6. Work was suspended in December of said year, because of the inability of the Board to pay the contractors the first payment on their contract, as it fell due.

7. Said suspension continued during all of 1858, and half of 1859.

8. During this interval, the availability of the subscription had considerably deteriorated.

9. A distinguished Judge, and a few others moved by his example, refused to pay his subscription until after the completion of the building; that is, until it was not needed.

10. McLean County subscription was, at present, unavailable, unless indeed it could be used as collateral on which to borrow money.

11. Nobody had yet been found willing to lend money to the Board, on that or any other collateral, or on any terms which the Board could offer.

12. In January, 1859, two years after the passage of the University Act, and during the suspension of work on the building, the Legislature met, but it had not been deemed advisable, by the Board, to ask of it further aid at that time.

13. The proposition to change the location to some other place, in the hope of getting money to build with, was decided to be unwise.

14. The Legislature would not meet again until January, 1861.

15. We could not afford to wait, in temporary quarters, until that time, nor to risk the effect of failure to provide a suitable edifice, for four years after the inauguration of the institution.

16. We were, therefore, remitted to the subscription, and it alone, for means to build a permanent and creditable house; and we believed a failure to speedily erect such a house would peril the whole enterprise.

With such a retrospect and prospect, with growing doubt in the public mind, and restlessness in the school, the Board might certainly be pardoned for an occasional outlook for breakers ahead.

But what did they do?

You remember what the Roman Senators did when the Republic was seriously menaced. They chose a dictator and ordered him to see that the Republic received no harm. [Ne quid detrimenti respublica capiat.]

So comparing small things with great, our Board made its Building Committee dictator, and deereed that it should take care that the University received no detriment; in other words, that the building should be constructed anyhow and now—and said committee should do it.

I was the local member of the committee, and for about twenty-nine days in each month, the only member 'cemeatable,' and of necessity was compelled to act for the committee.

Never did man have worse means, or better backing. I remember especially Messrs. Moulton, Powell, Wright, Denio, and Rex, as taking a decided interest, and a full

share of responsibility. They would leave their own business at any time, on call, and repair to Normal. Powell spent months together there. Moulton joined me on notes to borrow money for the work, on our individual responsibility. Rex came to the rescue in 1861, when our Treasurer got timid and refused to handle the money, just appropriated by the Legislature, for fear bills of broken banks might get into his custody. But I must not delay upon others. It is a long story, and would weary us both.

The first step was to get clear of existing contracts, based upon cash payments, because we had no cash.

The second, to substitute other contracts, based upon barter—so much subscription for so much work or material.

The third, to accept labor or material of subscribers who could not pay money, but could pay these.

The fourth, to compromise with those not able to pay all, for a part.

It was purely a matter of barter. We traded, ‘made turns,’ compromised, and got all out of the subscription there was in it, then laid it aside.

Such is a general statement of the case. But, perhaps, it does not satisfy a reasonable curiosity to know some of the particulars. How was all this done, and who did it?

To the last half of the question, I answer, the Building Committee; but ‘how’ will take more than three words to tell.

#### 1. How we got our first start:

The Board authorized the sending of an agent East to effect, if possible, a sale of the county lands, and thereby hasten the payment of the county subscription. It was intended and expected, by the Board, that the State Treasurer, Mr. Miller, a resident of Bloomington, and well acquainted with the lands and their value, would be the agent. It was believed his knowledge, wealth, and office would give him influence enough to find a purchaser. But he would not go, or have anything whatever to do in the matter. Other “solid” men were applied to, but would not go. They seemed quite unaccountably tender of touching these lands or our subscription. I had faith that somebody could be found to buy these lands; and inasmuch as the “Honorable” men, and the “rich” men would not undertake to find said somebody, I concluded to try “Young America.”

At that time, C. M. Cady, Esq., was instructor in vocal culture in the University, a man of tact and pluck, and not afflicted with any serious tenderness about investing his skill in an attempt to negotiate the sale of the county lands. So to Gotham he went, with a list and description of the lands in his pocket. He made something of a stir there, I judge, from the letters of inquiry which, soon after his arrival, began to come by every mail. But he needed something more than a list of the lands. He could do nothing without the bonds for deeds which could

be passed by simple endorsement. With these he could effect a sale, in fact, had virtually done so already.

I tried to get the bonds from the county authorities, but could not. They would enter into no transaction, save only to sell the lands. There was one way in which I could comply with Cady’s suggestion. I could *buy* the lands myself, paying for them by a small cash advance, and the balance by time notes, and could take the bonds and do what I pleased with them. As this was the only path, I walked into it, and bought seven or eight thousand acres of the land, at a cost of twenty-five to thirty thousand dollars. The purchase was made in the interest of, and intended for, the Board, but without any authority, and it was never recognized. I had to shoulder the whole transaction. My notes to the amount of twenty-five thousand dollars, or thereabout, were turned over to the treasurer of the Board by the county, in part payment of her subscription; and the Building committee paid them to A, B, and C, for labor or material. So they became widely scattered and gave me a “heap” of trouble to take them up as they fell due.

But I got the bonds, and notified Cady. Meanwhile the parties with whom he had been negotiating failed, and the bargain fell through; nor did he succeed in finding other purchasers. I was now in a fix. As Deacon Homespun, or some other wise man, said, or might have said, “I had brought my pigs to a fine market.” I could boast of numerous broad acres of swamp land, which nobody would buy, and for which I was in debt, and had nothing to pay. Besides, the transaction, in the turn it had taken, pretty clearly impeached my discretion, and might involve my honor. At any rate, it was a delicate matter; for my notes were held by the Board; and should they fail to be paid promptly, or not to be paid at all, the Board would have cause to complain of my unauthorized and rash purchase.

But however it may have affected and embarrassed me, it proved a Godsend to the University. The sale got noised about as a big speculation. Over twenty-five thousand dollars worth of the county lands had been bought up by one party. (*Mum* about the party). The transaction grew on every tongue, and soon reached colossal proportions. There must be something in these lands, after all. (*And they will soon be gone*, I took care to have suggested). The wave was rising. Through Powell, we got the State officers at Springfield to invest, (Hatch, DuBois and Miller), and took good care to have this fact related to Madam Rumor, who forthwith spread it through all the country round. Others took heart and bought lands; nor was it long before the funds in the treasury enabled us to begin operations.

#### 2. How we proceeded:

We paid off Mortimer and Loberg, the contractors for the mason work, and they surrendered their contract. Mr. Soper, the contractor for the carpenter work, elected to

retain his contract, go on with the job, and take his chances about getting his pay.

It was now necessary to find some mason who would undertake the construction of the walls of the building, and take his pay in the subscription. A man who could and would do this was hard to find. But by dint of much talk, of appeals to local pride and interest, and aided by the effect of the recent sales of the county lands, we found him in the person of S. D. Rounds, Esq. He exacted the "pick" of our assets, and took the *cream* of the subscription, leaving the *skin-milk*, and not much of it, to pay the carpenter, painter, plumber, and plasterer. But it was the best we could do, and we did it. Even with this choice, the mason found great difficulty in completing his job; and, although he succeeded, the walls crept up at a snail's pace, sometimes forgetting to creep at all for many weeks together, so that the heart grew sick at hope deferred.

It was absolutely necessary to provide some money. Work could not go on without it. It could not be obtained on the credit of the Board, that matter was fully tested; nor could it be obtained on private notes, based for security on the assets of the Board. There was but one way. The friends of the institution must loan it money or credit. At first Moulton and I borrowed a few thousand dollars, which was soon gone. Then Messrs. Fell and Holder came forward and put their names to paper on which we got more money, and in this way, from time to time, when hard pushed, money was raised. I remember especially in this connection, Jesse and Kersey Fell, and Charles and Richard Holder. Without them I see not how we could have succeeded.

I next went among the merchants of Bloomington, and told them I would be personally responsible that they should be paid out of the first money the Board should receive for building purposes, if they would supply our carpenter, Mr. Soper, with what he needed, on a credit. The Legislature was to meet the ensuing January; and I told them it would appropriate for any deficiency there might be in the means to build the University building, and that they should have their pay out of said appropriation. So much I pledged. They consented; and by this arrangement, Mr. Soper was enabled to supply himself with hardware, paints, oils, glass, some lumber, groceries, and all kinds of provisions and clothing for his family and his workmen; and when the appropriation was made, as I said it would be, I redeemed my promise, and caused them all to be paid. I considered this a lucky piece of financing, and it was lucky for the institution; but it bequeathed to me one first-class lawsuit and sundry smaller ones, and has cost me a good deal of money and trouble.

Perhaps it is not necessary for me to relate more particulars. I have stated enough to show you how the deed was done. In January, 1861, the edifice was still incomplete, and I estimated the debt then due at sixty-five thousand

dollars, which was granted by the Legislature. During the spring and summer of 1861, the edifice was fully completed, and an additional debt of some thirty odd thousand dollars, as near as I can now remember, incurred—which has since been paid. We realized some hundred and ten thousand dollars out of the subscription, so the edifice cost a little over two hundred thousand dollars. The time occupied in building the edifice, after the resumption of work in 1859, was two years, although the bulk of the work was done in 1860.

CHAS. E. HOVEY.

WASHINGTON, D. C., May, 1869.

MINNESOTA THIRD STATE NORMAL SCHOOL.  
ST. CLOUD, JUNE 11, 1869. }

DEAR FRIEND HOVEY.—Yours just received. My materials are somewhat scanty for constructing any history of our first year's work at the Normal University; but I will tax my memory to the utmost in that direction.

We opened on the morning of the 5th of October, 1857, in Major's Hall. The furniture for the room did not arrive for some two weeks, and we made shift with some very hard oak benches. The students present on the morning of the opening were: Eliz. R. Arnold, Mary V. Davison, Fanny S. Denison, Sarah M. Dunn, Annie M. English, Martha W. Fay, Amelia A. Gregory, Sarah J. Gregory, Helen F. Grennell, Martha A. Hawkins, Emily Junk, Martha M. Marble, Jane G. Michie, Frances A. Peterson, Matilda I. Reisinger, Bessie A. Strong, Kate I. Young, James H. Dutton, Enoch A. Gastman, Jr., Peter Harper, Silas Hayes, Joseph G. Howell, John Hull, Charles D. Irons, Ed. Philbrook, Henry H. Pope, Justin R. Spaulding.

You and I were the only teachers present to take charge of the school. Charlton T. Lewis was present some part of the day, but did not enter upon his duties for a day or two after. We spent most of the day in examining and classifying; but in the afternoon I heard a recitation in Arithmetic, which was the beginning of our drill work. You were very busy in outside matters relating to the building, and did not teach much during the first part of the first term. Lewis taught the Grammar and part of the Arithmetic. I taught Geography, Reading and some Arithmetic. Lewis left at the close of the first term, and his place was taken by Miss Betsey Cowles. I think she came at the commencement of the term, and remained through the year, (to the delight of our batch friend Mosely). Chauncey Nye was with us the last term of the year as instructor in Language. C. M. Cady took care of the Vocal Culture from the first.

The corner stone of the new building at Normal was laid the 29th of September, 1857, but the financial crash and panic stopped the work, and for a year and a half the corner stone was the highest of the whole work. It is a

mystery to me how even then you were enabled to push the building to completion.

I am sorry I cannot comply more fully with your request; but twelve years plays sad havoc with one's memory.

Yours Truly,  
IRA MOORE.

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### NORMAL SCHOOLS.

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*Lecture Delivered at the Congregational Church in St. Cloud, August 31st, 1869.*

BY PROF. IRA MOORE.

[Continued from last Month.]

Prussia, at the very outset of her educational career, provided Normal or Training schools to supply teachers for all her public schools. She does not go into the highways and pick up teachers. She knows how they have been educated, what principles have been instilled into them. She knows what they will do; this is one great element of her success.

It was observation of the Prussian schools, and of the means they took to accomplish their great work, by a few enthusiastic educators of Massachusetts, that first introduced Normal or Training schools to this country. They encountered, as any entirely new measure is apt to do, great opposition at the start. The men who were foremost in advocating them were not tarred and feathered; it is true, but they were subjected to all the personal abuse that words could heap upon them. Horace Mann, the most prominent man in the establishment of these schools, alludes pleasantly some years later to some of the obstacles encountered, and then in Massachusetts mainly overcome. Five or six thousand teachers were annually employed in the common schools of the State. Many of these from jealousy or from fear of being excelled and superseded, were bitter in their enmity; though he lauds highly a portion of the great body for coming up to his support, and striving to avail themselves of the advantages offered. But the most determined opposition was from academies and select schools. Many of these had teachers' classes, and scorned the idea that they could not furnish all the good teachers needed for the public schools. Mr. Mann's words are instructive, and have not lost their force in the twenty-three years since they were uttered. He says "they (the academies) declare that they can make as good teachers as the Normal Schools can. But, sir, academies and select schools have existed in this State in great numbers for more than half a century. A generation of school teachers does not last at the extent, more than three or four years; so that a dozen generations of teachers have passed through our public schools within the last fifty years. Now if the academies and high schools can supply an adequate number of school teachers, why have they not done it? We have waited half a century for them. Let them not complain of us because we are unwilling to wait another half cen-

tury more; they have not provided a sufficiency of competent teachers, and if they perform their appropriate duties hereafter as they have done heretofore, they cannot supply them; and I cannot forbear to express my firm conviction, that if the work is to be left in their hands we never can have a supply of competent teachers for our common schools, without a perpetual Pentecost of miraculous endowments."

Then there were some opposed, of course, on account of the expense to the State. There are always in every commonwealth, those who cry taxes, taxes, and draw the purse-strings hard though every laudable enterprise should perish for the want of a little encouragement.

Amid many discouragements, the First Normal School in the United States was opened in Lexington, Mass., in the summer of 1839, just thirty years ago. The State had been pretty thoroughly canvassed to furnish students for the enterprise. The Normal Board embraced such names as Edward Everett, Horace Mann, Robert Rantoul, and Jared Sparks, afterwards President of Harvard; men whose names were a sufficient guaranty of the success of the undertaking. Everett devoted much time to lecturing upon the subject in various parts of the State, and Mann was incessant in his efforts. Yet spite of all which had been done, the first day of the term three young ladies only presented themselves for admission. A week or two passed, and the number had increased to twelve; and with this maximum number passed the first term of the first Normal School in America. But numbers increased as the school became better known; and in three years it had outgrown its accommodations. In little more than a year from its inauguration, two other schools had been established, and ten years later still another, making four State Normal Schools. All these, with the City Normal School of Boston, are in successful operation to this day within the limits of the little State of Massachusetts—a State whose territory is hardly five times as great as Stearns county; a State which exists only by drawing in its wealth from abroad, which cannot raise upon its barren soil half bread enough for the support of its people, which exports only two of its native products—rocks and ice.

Other States were not long in following the example set by the little Bay State. New York established her first Normal School at Albany, in 1844. In 1865, the Oswego Training School, which has since become a State Institution, was put in operation, and now four other State Normal Schools have been established, of which two go into operation the present year and two next year. Connecticut has one Normal School, opened in 1848. Michigan has one, established in 1849. Rhode Island opened one in 1854. New Jersey established one in 1855. Pennsylvania has three State Normal Schools, and in addition Philadelphia has one of her own. Iowa has one. California one. Maine has two. Wisconsin opened one in 1865. Kansas one the same year. Maryland has one. South

Carolina had one in operation before the war; she had seen the evil effects upon her peculiar slave system of introducing Yankee teachers, and determined to educate her own school-ma'mans, but it went the way of all other institutions, public and private, during the great strnggle. We expect to hear from it again in due time. Vermont came late into the field, but is taking hold vigorously. Her Normal School system was established in 1866, and two schools were opened the next year. They are doing sterling service to the cause in the State. Minnesota has *three* Normal Schools, and Illinois an indefinite number, of which I will speak presently.

In Ohio the legislature and the educational fraternity have not worked in unison. There are no State Normal Schools proper yet established. Private enterprise has to some extent supplied the deficiency. The teachers of the State in 1854 at their annual associations, despairing of rousing the legislature to a sense of its duty, put their hands in their own pockets, and attempted to raise ten thousand dollars to establish a Normal School. Now, ten thousand dollars among business men seems a small sum. A business community will raise it for almost any object that interests them enough to engage their attention, and make very little stir about it. But teachers are poor. If a dollar seems to them less in size than a cart wheel, it is not very much less. No class in community have so little money to spare, unless it be the ministers, and they always have the resource of raising it in the churches for any benevolent object. Barnum is said for years to have been in search of a rich schoolmaster to place in his collection of monstrosities; but though in that time he has happened upon several wealthy ministers, the rich schoolmaster is still abroad. A happier, more jovial set of people than teachers, it would be hard to find; careless and free, they spend their time in pleasant occupations all the day long; what care they for wealth? Your rich men are morose, anxieties canker their hearts, care eats into their vitals. For this cause alone, it happened that the Ohio teachers failed to raise the requisite amount, and the school partially failed of its object, becoming a double-headed affair—a teachers' training school and a business or commercial school at the same time. It is only the institution with a single object that is successful. A double-minded school, like a double-minded man, is unstable in all its ways.

The Normal school system in Illinois is deserving more than a passing notice. The first movement was made by Chicago in 1856. In that year the city built a Central High School building, and made provision for a teachers' training school to be one of its departments. It was at first thought best to make it only a department, to have the Normal classes recite in different branches to the different teachers of the school; but on better advice and second thought, the Board concluded to make it essentially separate from the High School.

It was under the same roof and subject to the same supervision, but connected in no other way. Its success may be shown in the fact that its graduating class is spoken for months before they leave the school. They are all retained in Chicago.

The next year after the opening of the Chieago school, the State of Illinois established what is known as the Illinois Normal University. It is simply a Normal Training school on a large scale. The State determined to make one central Institution which should suffice for all its wants. It did not approve the method of scattering its forces by establishing several schools, as did some of the other States. The building which was erected at Bloomington cost \$200,000. Illinois was bound to do the handsome thing once for all for her public schools and have done with it. The school grew apace. In 1861, at the breaking out of the war, it numbered in Normal and Model departments, three hundred students. Its last catalogue reached me a few days since. It now numbers nearly nine hundred students in all departments. More success than was ever anticipated by its founders has attended it. But it is hard when a State has once started in the career of progress, to set bounds to its labor. You cannot say "thus far will we go and no farther." Illinois has not rested content with her Normal University. She has within the last year or two established a Normal school on an almost equally large scale in the southern part of the State; and two years since her Legislature passed an act empowering each county in the State to build a Normal school for itself. Many counties are availing themselves of the permission. Cook County, in which Chicago is situated, did not wait, but established her own county Normal school three or four years since. At least a dozen Normal schools will be in operation in Illinois during the coming year.

Such is a very brief record of the progress of the Normal school movement in this country. It is a remarkable record. Introduced just thirty years ago with many doubts and misgivings, represented at first by one little, feeble school of three students, it has spread over the country, gaining strength steadily and surely wherever planted. Of all the States now having a free school system which has stood for any length of time, but two have not established State Normal schools—Ohio and New Hampshire; and it is confidently hoped and expected that these, though late in the vineyard, are simply eleventh hour men who have no thought of being excluded from the kingdom. They will come in by and by. There is no such thing as fail upon the Normal banner.

It is remarkable that wherever a school has been established, and many of them have been under circumstances which would prove the ruin of any other school, its success has fully justified the most ardent expectations of its best friends. There has been no backward movement from the first. There is nothing very wonderful about this. The free school, to attain the highest success, must have the

training school for its teachers. The two, once established, will live and die together.

There have been many attempts to establish Normal schools as departments of other schools, and there seems at first sight no good reason why this could not be done. But such departments have never in a single instance succeeded. Maine tried it many years ago, by appropriating a large sum of money to eighteen Academies in the State, on condition of their forming departments for training teachers. The acute descendants of the Pilgrims in that State, flattering themselves that thus they were getting the full worth of their money, which the Bay State men and the wooden nutmeg men had hardly succeeded in doing, (if there is anything which brings joy to the heart of a Maine man it is to get as much for his money as he can in any way honestly do;) most of the Academics fulfilled the conditions of the grant, but the whole thing proved a failure; the money was thrown away, and the cause of education in the State retarded many years.

Illinois discussed a like measure, a long time, but finally took the wiser course. Even Minnesota in her Legislature two years ago, came quite near abolishing the whole system of Normal schools, and establishing Teachers' Training schools as departments of the best High schools in the State. But wiser counsels prevailed; and thus a disastrous failure, which would assuredly have set back the educational movement of the State for many years, prevented.

The objections to Normal schools have little force when examined. "Your Normal schools do not always make good teachers, they sometimes fail," is the common one. Of course they *sometimes* fail. "You cannot make a silk purse of a sow's ear," is a homely but forcible proverb. We cannot create brain; we can only train it, when it comes under our charge. But the failures are very few, compared with the successes; fewer than among the graduates of any other special schools with which I am acquainted. No one expects a Medical school to turn out uniformly successful graduates. Even the West Point men were not all successful military leaders during the last war. The knowledge which the enemies of Normal schools sometimes bring to the discussion, is illustrated by the speech of a New Hampshire legislator when a measure looking to the establishment of training schools was before the House. He said, "the gentleman from Nashua would like to take our money to found a Nominal school. Now I know a good deal about these Nominal schools. I'm acquainted with e'm, and I don't like e'm. I tell you, Mr. Speaker, I'll never vote a cent of the State's money to get all the Nominal schools that ever was." Of course the rejoinder was, that as the gentleman had evidently been educated in a school which was only a nominal one, he must know something about it.

There is no more common fallacy than that Normal schools have a peculiar method of teaching. I frequently hear of the Normal method of teaching arithmetic, or the

Normal method of teaching grammar, or some one teacher reading very nearly or quite by the Normal method. Now the Normal schools do not in the least owe their value to any peculiar method. They differ much in themselves; no two in the country being found alike or nearly alike. They seek for the best method of instruction, frequently varying to suit the ever changing aspect of the educational world. Nothing could be more unfortunate than to crystallize the student's brain with methods which he feels bound to use in his own school afterward. Every Normal graduate should be as "the well instructed scribe who is able to bring forth from his treasure things new and old."

The act establishing the Minnesota Normal School was passed in 1858. It was a time of financial depression, and was followed by years still more severe. Minnesota felt this more than the older States. Men who had done large business and esteemed themselves wealthy, now lounged on the street corners, without so much money as would jingle in their pockets. Men don't like over well to sit on juries usually, but he was a fortunate man then who managed to be drafted on a jury, and thus secure two dollars a day for his services. In times like these the school could not prosper; the burden proved too great for the State to bear, and a suspension took place in 1862. In 1864 the school at Winona, under its present Principal, was again resumed, and has had a uniform course of success to the present time. The new building is to be occupied this year. The Mankato school went into operation last year, and proved a great success. Its rapid filling up showed a very hearty appreciation of its benefits on the part of the people in that section of the State. The St. Cloud school is about to take its place by the side of the others, as a thing of the present and not of the future. Its prospects seem as bright as its best friends could desire. Some little differences of opinion are said to have been held in former days as to the site of the school. If any feeling existed no trace of it is now perceptible. St. Cloud people are too wise to waste their strength in squabbling after election.

I have one practical suggestion to offer to this people. It is included in the single word, patience. A school does not start full fledged. It is a matter of growth. The oak is not the product of an hour. The little germ is a weakling; the sharp teeth of the squirrel may destroy it; the lamb may crop the tender plant, or the wayward foot of the school boy may crush it. Year by year adds its layer of wood to the little trunk; the sunshine is gathered in its leaves and transformed into sinews of strength. The rocking winds of heaven toughen its brittle fibres; its roots take deep hold of the soil. Year by year its branches lengthen; it becomes a thing of beauty, of majesty; and in a hundred years perchance becomes the crowned monarch of the forest. The eagle starts not on his first flight by fixing his eye on the sun, and winging his way to the azure heights of heaven. Time and practice are required.

Cities do not rise like mushrooms. Even the Nothern Pacific will not build St. Cloud in a day. Give us time. Do not expect us to build a school to its final fair proportions without much labor and care and time. First the blade, then the ear; after that the full corn in the ear.

Twelve years ago the little town of Bloomington in Illinois had 6,000 people. It was simply a supply point for the rich prairies about it, without water power, or other source of wealth. The Normal University was to be located. Bloomington was ambitious, and to secure it she raised by the help of the county, a sum of money and land amounting to \$140,000. The financial crash of '57 came on. The money came like pulling teeth. The people did nobly, but there was some grumbling when the school assembled and consisted of a little more than thirty students. They told us, said one man, that we should have 300 students, each of which would spend at least \$200 per year in the town. They have, instead, some thirty students, each one of which lives on about the interest of \$200. The years rolled on. The building, costing two hundred thousand dollars, was built on its own ground two miles from town. Bloomington, which was then thought to be in advance of the country, and which might now have ten or twelve thousand people, of itself, numbers by the last census eighteen thousand; and a little village, one of the finest in the State, of nearly three thousand people has sprung up at the institution itself. Nine hundred names now make up its catalogue. The school has paid back to the town in prosperity ten-fold the money expended upon it; while education and refinement, and all the numberless graces which money cannot buy, are hers also.

Some three hundred years ago the little city of Leyden in Holland, was besieged by the Spaniards, who were endeavoring to bring the country under the Spanish yoke. It was the last strong place which held out. It was Holland's only hope, with it would fall her liberties. The stout burghers beat off without great difficulty all attempts upon the walls. But food gave out; gaunt hunger stared them in the face. Famine and pestilence stalked abroad at noon-day; maddened by hunger, the people gathered around the staunch old Burgomaster, demanding surrender rather than death by starvation. Divide my body among you for food, was the reply, but keep off the enemy. At length the looked for relief came. The siege was raised and Holland was saved. The gratitude of the Prince of Orange knew no bounds, and took tangible form toward the people of Leyden. He offered them one of two things—to exempt them from taxation for a term of years, or found a school among them. And those brave old Dutchmen gathered together with the marks of the famine still on their faces and after deliberation, to their honor be it spoken, chose the school. This was the foundation of the Leyden University, so celebrated in the past, and still a flourishing institution. The prosperity of the city has lain in the school. The channels of trade long since took other directions

Manufactures have been transferred elsewhere, and Leyden a city of thirty thousand inhabitants stands only because of its schools. Better for the permanent prosperity of a town than navigable waters, or coal and iron mines, or even granite quarries and railroads, are good and permanent schools.

Thus much of Normal Schools. The day is not distant when young men will take up teaching as a life work, devoting themselves wholly to its duties: and not as a mere make-shift, an employment for the time being, as so many do. Teaching is becoming a profession. It is an employment which in our Yankee phrase, "will pay" and when it is recognized as such, will be sought as much as law and medicine now are. So surely as that day arrives, so certainly will all teachers be required to have a special training. The needs of the free school necessitate the special training school for teachers, and so long as the free school system shall endure, and it will last as long as this country remains a Republic, so long will Normal Schools be a fixture in the land.

#### A PRIZE POEM.

[The following song was recently adjudged by a committee composed of Alice Cary, Bayard Taylor and Ch. A. Dana, worthy of a prize of one hundred dollars offered by the publishers of the *Hearth and Home*:]

#### THE KINGDOM OF HOME.

Dark is the night, and fitful and drearily  
Rushes the wind like the waves of the sea;  
Little care I, as here I sing cheerily,  
Wife at my side, and baby on my knee;  
King, King, crown me the King;  
Home is the Kingdom and love is the King!

Flashes the firelight upon the dear faces,  
Dearer and dearer as onward we go,  
Forces the shadow behind us and places  
Brightness around us with warmth in the glow.  
King, King, crown me the King;  
Home is the Kingdom and Love is the King.

Flashes the love light, increasing the glory,  
Beaming from bright eyes with warmth of the soul,  
Telling of trust and content the sweet story,  
Lifting the shadows that over us roll.  
King, King, crown me the King;  
Home is the Kingdom and Love is the King!

Richer than miser with perishing treasure,  
Served with a service no conquest could bring;  
Happy with fortune that words cannot measure,  
Light-hearted I on the hearth-stone can sing,  
King, King, crown me the King,  
Home is the Kingdom and Love is the King!

The Centralia *Sentinel* says that Centralia having failed to secure the Southern Normal School should now do the next best thing,—secure the location of a Union County Normal School. The counties of Marion, Clinton, Washington and Jefferson would find a natural centre at Centralia for a union school.

Read the SCHOOLMASTER'S Premium List, on the ninety-fourth page of this number.

## The Schoolmaster.

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## HEALTH IN THE SCHOOL-ROOM.

It is seriously to be lamented that so many teachers in our common schools are almost entirely ignorant of Physiology. Even those who are familiar theoretically with this important science never seem to think of making any practical application of its teachings.

Wise physicians assure us that the foundation of many serious diseases is laid in the school room, and among the causes of these diseases they mention (1) a neglect of necessary exercise; (2) over-excitement and over-study; (3) too long confinement in one position, or upon one study; (4) being kept too warm or too cold; and (5) breathing bad air.

The enthusiastic teacher, intent upon the accomplishment of some useful result for each hour spent in the school-room, is precisely the person most likely to stimulate to undue excitability the nervous system of his pupils, a result sadly detrimental to their future happiness. The precocious intellect, which should be checked rather than goaded, is urged to take tasks to which a feeble body is unequal. Too often the gem becomes too large for its basket, and the blighted child sinks to a premature grave.

We venture the assertion, based on no narrow experience, that in more than ninety out of a hundred of the school-rooms of Illinois at this season, *the air during the last half of each daily session is wholly unfit to breathe.*

Whose fault is it? Mainly, of the teacher. An open door or window, a thorough ventilation of the room at recesses and during the noon intermission, would largely tend to remedy the difficulty. Teacher, under whose eyes these words may fall, we entreat you to be more thoughtful than hitherto in this important matter. The responsibility is yours for the physical as well as mental and moral well-being of your pupils during school hours. Let it be through no fault of yours, that so many children perish in infancy and early youth—falling like blighted buds nipped by an untimely frost.

*Mens sana in sano corpore.* Look at your school girls, upon whose pallid faces even the frosty breath of November fails to raise a blush, and remembering that a healthy mind cannot be a tenant of a diseased and feeble body, resolve, from this time forward, to make the bodily well-being and healthful development of your pupils a matter of earnest and unremitting care.

## THE MARKING SYSTEM.

Many of the objections urged against this system seem to us very frivolous. Such for instance is the stale remark that this method appeals to the pupils' baser motives. Now every one will admit, that although it is not the highest of all motives for living a manly life that one thus gains a good reputation among men, yet this is by no means a motive to be despised or overlooked. The over fastidious moralist who never calls attention to the obvious fact that "Honesty is the best policy," is surely not doing *all he may* to improve the status of society. The teacher's record book contains in black and white the results of his deliberate judgment upon a pupil's proficiency and deportment, and although liable to misuse, (as what educational instrumentality is not?) cannot fail to exert a powerful influence for good in moulding the mind and morals of the child.

Some have proposed quarterly examinations as a substitute for the daily record. On this point we quote from a very sensible article in the *Illinois Teacher* for November.

"Is the mark given to a pupil on a single examination, for which he has perhaps crammed, likely to be more just than the average of fifty marks, dispassionately given for every-day work? Does it appeal to higher motives—conducted as it must be under excitement, with but one grand thought, the desire of success, pressing upon the student—does it appeal to higher motives than the daily exercise?"

Who will say that a botanist can get a better and more complete knowledge of a plant from one inspection of it, at maturity, than from many observations made at its various stages of growth? And how much stronger becomes the case when the question is asked of the nursery man rather than the botanist, when the culture of the plant rather than the knowledge of it is the purpose in hand! And the last case only corresponds to that of a mind undergoing training.

The daily record exposes the pupil's deficiencies in time to make a correction of them possible; whereas an examination at the close of the term, however startling its revelations, comes too late for the application of a remedy."

I don't believe the annals of the world will show a true business man asking for employment who didn't get it. But there can be no true business man without pluck, and that other thing expressed by the old Saxon word "plod." There was never a brilliant genius in the world who didn't owe his true success to being a plodder also. It is all very well for genius to coruscate, but it is pluck and plodding that carry a man up the great heights of life. These two words, pluck and plod, are the key-words to success.—*Oakey Hall.*

From Prof. W. J. Patton we have the annual announcement of the opening of McGee College, at College Mound, Missouri. The announcement indicates that the College is in a prosperous condition.

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NORMAL CERTIFICATES.

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At a recent meeting of the Faculty of the Normal University, it was voted: That Certificates—annual and biennial—be issued to all former students of the institution who may apply, if by the record they are entitled to the same.

For the information of former students we re-publish the above, and call special attention to it. Handsome blanks have been prepared, which will be filled and forwarded to all applicants entitled to them.

Apply by letter to Richard Edwards, President of the Normal University.

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THE POWER OF WORDS.

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The knowledge of words is not an elegant accomplishment only, not a luxury, but a necessity, of the cultivated man. It is necessary not only to him who would express himself, but to him who would *think* with precision and effect. There is, indeed, no higher proof of thorough and accurate culture, than the fact that a writer, instead of employing words loosely and at hap-hazard, chooses only those which are the exact vesture of his thought. As he only can be called a well-dressed man whose clothes just fit him, being neither small and shrunken nor loose and baggy, so it is the first characteristic of a good style that the words fit close to the ideas. They will be neither too big here, hanging like a giant's robe on the limbs of a dwarf, nor too small there, like a boy's garments into which a man has painfully squeezed himself; but will be the exact correspondents and perfect exponents of his thought. Between the most synonymous words a careful writer will have a choice; for, strictly speaking, there are no synonyms in a language, the most closely resembling and apparently equivalent terms having some nice shade of distinction—a fine illustration of which is found in Ben Jonson's line, "Men may *securely sin*, but *safely never*;" and again, in the reply with which Sidney Smith used to meet the cant about popular education in England: "Pooh, pooh! it is the worst *educated* country in the world, I grant you; but it is the best *instructed*." William Pitt was a remarkable example of this precision of style. Fox said of him, "Though I am myself never at a loss for a word, Pitt has not only *a* word, but *the* word—the very word—to express his meaning." It is related of Robert Hall that when he was correcting the proofs of his sermon on "Modern Infidelity," on coming to the famous passage, "Eternal God, on what are thy enemies intent? What are those enterprises of guilt and horror that, for the safety of their performers, require to be enveloped in a darkness which the eye of heaven must not penetrate?" he exclaimed to his friend, Dr. Gregory, "*Penetrate!* did I say *penetrate*, sir, when I preached it?" "Yes." "Do you think, sir, I may venture to alter it? for no man who considers the force of the English language

would use a word of three syllables there but from absolute necessity. For *penetrate* put *pierce*: *pierce* is the word, sir, and the only word, to be used there."

Few persons know how hard easy writing is. Who that reads the light, sparkling verse of Tom Moore, dreams of the mental pangs, the long and anxious thought which a single word often cost him. Irving tells us that he was once riding with the Irish poet in the streets of Paris, when the hackney-coach went suddenly into a deep rut, out of which it came with such a jolt as to send their pates bump against the roof. "By Jove, *I've got it!*" cried Moore, clapping his hands with great glee. "Got what?" said Irving. "Why" said the poet, "that *word* I've been hunting for for six weeks, to complete my last song. That rascally driver has jolted it out of me." — *Western Monthly*.

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HEALTH OF SCHOOL CHILDREN.

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The Medical College of Middlesex, Massachusetts, having for a long time considered the influence of public schools on the health of children, authorized the publication of the following facts as the opinion of its members:

1. No child shall be allowed to attend school before the beginning of its sixth year.
2. The duration of daily attendance—including the time given to recess and physical exercise—should not exceed four and a-half hours for the primary schools; five and a-half for other schools.
3. There should be no study required out of school—unless at High School; and this should not exceed one hour.
4. Recess-time should be devoted to play outside of the school-room—unless during stormy weather—and as this time rightfully belongs to the pupils, they should not be deprived of it except for serious offences; and those who are not deprived of it should not be allowed to spend it in study; no child should ever be confined to the school room during an entire session. The minimum of recess time should be fifteen minutes each session, and in primary schools there should be more than one recess in each session.
5. Physical exercise should be used in schools to prevent nervous and muscular fatigue and to relieve monotony, but not as muscular training. It should be practiced by both teacher and children in every hour not broken by recess, and should be broken by exercise, recess or singing.
6. Ventilation should be amply provided for by other means than by open windows, though these should be used in addition to special means during recess and exercise time.
7. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in primary schools the slate should be used more and the books less; and the instruction should be given as much as possible on the principle of "object teaching."

## BOOKS, MAGAZINES, ETC.

The *Western Monthly* for September is an improvement on any of its previous issues which it has been our lot to read. Concerning its excellence we should be better able to judge had we the Magazine to read regularly. By management or mismanagement somewhere we succeed in getting about every third Number.

*Moral Culture of Infancy, and Kindergarten Guide*, by Mrs. Horace Mann and Elizabeth P. Peabody. Second Edition. \$1.50. J. W. Schermerhorn & Co., Publishers, New York.

We cannot better convey our opinion of this book than by saying that all who have to do with children, whether as teachers or parents, should possess it and make it a part of themselves. Miss Peabody defines "Kindergarten culture" as "the adult mind entering into the child's world, and appreciating nature's intention as displayed in every impulse of spontaneous life, and so directing it that the joy of success may be ensured at every step."

We shall give our readers extracts from the book when we have space for them. The book is for sale by E. Speakerman & Co., Chicago.

*The Works of Horace*. Philadelphia: Eldredge & Bro. \$1.50.

This is the fourth book of Chase & Stuart's Classical Series, its predecessors being Cæsar's Commentaries, Virgil's *Aeneid*, and Cicero's Orations. These books are fine specimens of the art of book-making, and have been universally commended for the scholarship and judgment of the Editors. The Publishers say that these books are already in use in one thousand schools and give full satisfaction to all who use them.

*The Wonders of Optics*, by F. Marion; *Thunder and Lightning*, by W. De Fonvielle; *The Wonders of Heat*, by Achille Cazin. New York: Charles Scribner & Co. \$1.50 each. For sale in Chicago by Hadley, Hill & Co.

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Who could estimate the effect if the youth of this country were educated to take delight in books like these, which are both interesting and profitable, instead of greedily devouring the worthless and frequently pernicious books written nominally for the benefit of the young, but in reality to fill the publishers' pockets?

## OBITUARY.

DIED.—In Loudon, Iowa, on the morning of the 15th inst., of *Congestive Chills*, Mrs. M. A. JOSEPHINE POTTER, wife of Col. L. H. Potter, President of the Soldiers' College, in Fulton. She was 31 years of age on the 5th inst.

Mrs. Potter was at their country residence in Iowa, where she has been spending the summer vacation. She owes her death to a fright from seeing some person, probably an intended burglar, peering in at her window at a late hour of night, the Colonel being absent from home, in attendance upon his duties

at the College. While the loss of so excellent a lady is irreparable to her family, the students at the College, and all who had been so fortunate as to make her acquaintance, feel the liveliest grief because of her death. Mrs. Potter was a lady of excellent culture, and fitted to adorn the highest walks of life. Col. Potter has the universal sympathies of the public in his melancholy bereavement.

Her funeral and burial took place at London, on Sunday last, October 17th.—*Fulton (Ill.) Journal*.

## NORMAL REGISTER.

[Graduates and all former students are requested to furnish facts for this Register.]

## GRADUATES.

John Hull, '60, elected Superintendent of McLean County. E. D. Harris, '63, reappointed Special Agent of Charter Oak Life Insurance Co.

O. F. McKim, '65, elected County Superintendent of Macon County.

John R. Edwards, '67, Principal of a Grammar school in Peoria. Married.

Cyrus W. Hodgin, '67, has left Richmond, Ind., and has accepted the Principalship of a Township Graded school, Dublin, Ind. Salary \$120 a month.

Miss Cora Valentine, '68, Assistant in the Rushville, (Ill.) High school. Salary \$600.

Miss Elma Valentine, '68, teaching in Richmond, Indiana.

Charles W. Moore, '69, teaching, Tremont, Tazewell County.

The earnings of the Illinois Central Railway show quite an increase over last year, especially on the Iowa division. The new *through line* from Chicago to St. Louis is in successful operation and working satisfactorily. The following circular has been issued by the two roads which together form the *through line*:

"The Illinois Central Railroad Company in connection with the St. Louis, Vandalia and Terre Haute Railroad Company have opened a new and direct route between Chicago and St. Louis, known as the *Chicago and St. Louis Through Line*, and are now running two fast passenger trains through, without change of cars or conductors.

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This line is now open for freights to St. Louis without transfer, also, to all points beyond, reached by rail or water.

Freight should be delivered at the Illinois Central Freight Depot, at the foot of South Water street, where bills of lading and any information as to routes, etc., will be given."

The Howard Presbyterian Church of Sanfrancisco has a successful Chinese school. A visitor reports finding 132 pupils being taught spelling, writing, arithmetic and geography by 104 teachers, many of them from the best educated families, who are volunteers, and who enter with the greatest enthusiasm upon their work. It is considered desirable to have a teacher for every pupil at the beginning of his instruction, and as they advance they are formed in classes. They are orderly and very apt—sometimes learning the entire English alphabet in *thirty minutes!*—Exchange.

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### The Machine for Missionaries.

There is, it is well known, but one Sewing Machine, sufficiently simple and reliable for the use of Missionaries; and that is the Wilcox & Gibbs. So long ago as 1861, the Rev. A. T. Pratt, Missionary of the American Board, writing to Mr. Willcox said; "I have now had one of your Machines for six months, and am ready to thank you for introducing them to the public. *It is the ONLY Machine whose working is so sure and simple that I could venture to introduce it into Syria.*"

### German in Public Schools.

For the quick and easy acquisition of German, the following books are recommended as the very best ever offered to the public, which, added to their very moderate price, is causing their general adoption throughout the country.

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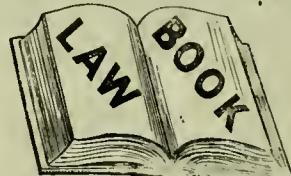
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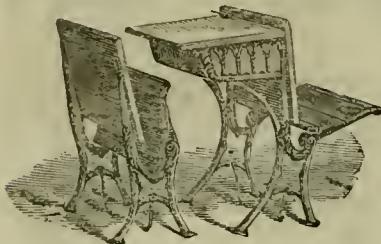
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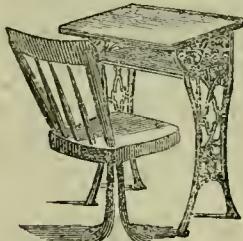
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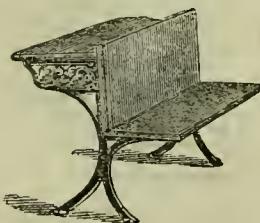
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*A Journal of Education, Literature, and News.*

VOL. 2. NO. 19.

DECEMBER, 1869.

\$1 00 A YEAR.

## A SCHOOLMASTER'S STORY.

(Part Fourth.)

DEAR WENTWORTH:

The long agony was over, the Normal University founded, its house built, its credit established. For four years I had labored in it, out of it, for it, had taken risks justified only by success, which failure would have d—nd eternally,—and now, July 1861, drew a long breath of relief, as the multitude at the Annual Examination flashed glances of pride and gratulation at the finished structure, and the ripening school. As it turned out, I graduated with that class, at that time, from the University and the profession. And now, as to other adventures. Almost from the hour "Father Abraham" was inaugurated, the mail and the telegraph had been busy spreading rumors of war. The fascination of a great peril had fastened on the public mind. Its centre was Washington. Thither were hurrying combatants, on either side. "The next gale" might "bring to our ears the clash of resounding arms." Massachusetts soldiers had been massacred in the streets of Baltimore. Over against the Capital, on the Virginia heights, lay McDowell and Beauregard watching each other. Traitors cried "havoe, and let slip the dogs of war."

I concluded to go on, and reconnoitre for myself; the long vacation, just now begun, affording the leisure and leave of absence.

As the train bore us from Harrisburg, towards Baltimore, and the first pickets or road guards were reached, I will not deny having experienced an entirely new sensation. It may have been fear, for my head was full of masked batteries, and burning bridges. It may have been curiosity; I can't tell. At Baltimore business was suspended, soldiers patrolled the streets, and the fields to the south of the city were white with tents. Her inhabitants looked glum, and said little that I could hear. It was plain, however, that the blue-clad volunteer was no friend of theirs, or they of him.

Scott was General-in-Chief of the loyal armies, and, at his headquarters in Washington, I applied for a pass to go over the Potomac and to the front, but was denied. McDowell had pushed forward his outposts to Fairfax Court House, and a battle with the insurgents under Beauregard was believed to be near at hand. It was one of the sights I had come to see. So I donned a blue uniform, and suc-

ceeded, under its cover, in getting past the pickets without a pass, and along with me, also, Jesse W. Fell, and a gentleman from Connecticut. It was Sunday, July 19th. The hoarse grumble of cannon, in the direction of Bull Run, began a little after daybreak. It was indistinct, by reason of distance, and no other intimation of the battle reached us until near midday. So we sauntered leisurely through Alexandria, stopping at the Marshall House, where Ellsworth was slain by the proprietor, for hauling down the rebel flag from the roof of the house. The stairway, where he fell, a few weeks before, was half cut away by visitors, who chipped off pieces with their knives, to carry away as mementos. A little further up the street was a deserted slave-pen, where the bondmen were wont to be confined, bought and sold. As the day advanced the cannonading increased, and rumors of the battle reached us. At this time, more by accident than purpose, we had come in sight of the Manassas Gap railroad depot, and discovered a train loaded with soldiers about ready to start out. This was our chance. We jumped aboard, no one opposing, and probably no one noticing us in the crowd and hurry. Ten or twelve miles out the track was torn up, and we proceeded towards Fairfax Court House on foot. In a little while we met two of Ellsworth's New York Fire Zouaves, who said their regiment had been cut to pieces by the Black Horse Cavalry, and they only had escaped. Strange to tell, about a mile further on, came others of the same regiment, with the same story. "All were dead, but they." We were several times halted by pickets, but at three o'clock, or thereabout, reached Fairfax Court House. The roads were full of stragglers; the yards and houses, of the wounded and dying. What surprised me most was the uncomplaining silence of these mutilated men. I scarcely heard a groan even under the probe, knife, or saw. My comrades tarried here; I went on towards the battle ground. Thicker and faster came the stragglers, and more wonderful the tales they told. The Black Horse Cavalry seemed to have taken full possession of their imaginations, and to have inspired an unaccountable terror.

I could understand the movement of wagons and ambulances to the rear with the wounded; but why should these soldiers go also? Could it be possible that the brag-gart Chivalry had made their boasting true and won the fight? I would not believe it, but pushed on as fast as I could. But what did it all mean? The crowd was getting too large to be accounted for. Was our side retreating?

How had it happened? Were they outnumbered, or outgeneraled? Had anybody blundered? What could I do? As this last query passed through my mind, I saw a fugitive threw down his gun, and another his cartridge-box. I picked them up, resolved to do "the State some service." The idea that the chivalry should have put to flight our men, and the evidence was growing too strong for skepticism, was hard to bear. I tried to make my way back to the battle field, to take a shot or two at them anyhow, even though it was getting late. But I could not do it. The wave of men, horses, and vehicles blocked up the road, which here ran through a woods, and surged backwards from the battle field sweeping all before it. To go round it through the thickets and swamps was impracticable to a stranger, and to get past it, nearly impossible. The tired and bleeding column, huddled together in infinite disorder, dragged its slow length along. I stepped back into the bushes when the tide flowed; but when it ebbed, as it sometimes did, edged my way by; and as the sun went down, had reached, as I thought, the vicinity of the battle ground—certainly the rear of the retreating column. But the battle was over, both sides whipped, both retreating, and both ignorant of what the other was doing. I joined the squad at the rear of our column, helped the weary and wounded as best I could, and so marched back to Washington. This day's and night's doings settled my ease and course. In company with Hon. Owen Lovejoy, I called upon the President, told him what I thought I could do, and that I would do whatever he wished. He sent me home to raise a regiment, and a few weeks thereafter, the 33d Ill. Vol. Infantry, more commonly known in the State as the Normal Regiment, and, in the army, as the Brain Regiment, was organized at Camp Butler, and reported ready for duty. So this is the way I came to be in the army.

Our regiment, as you know, was composed largely of students, teachers, and professional men; and, if you look at the roster and the roll you will see how largely the Normal was represented.

By order of the President we were to proceed at once to Washington, and the transportation was provided, but when ready to move, the order was countermanded and we reported at St. Louis to Gen. Fremont. Mulligan, you remember, had allowed himself to be cooped up in Lexington, Mo., by old Pap Price, and unless succor could be got to him at once he must surrender. We expected to be sent on that errand, of course; but instead, were posted off to Pilot Knob to relieve Col. Thayer and the 1st Nebraska. It was a great disappointment. We were spoiling for a fight. Thayer was too late. Mulligan had been captured. We might have been on the ground in time. But they had been in the service three months; we, three days. They were veterans; we, green recruits. We had to give place to them, and so nobody did any good. However, there was no help for it. So we got aboard a

train of platform cars, and took on, at the St. Louis arsenal, the arms for the boys, (Austrian muskets) in boxes; and the ammunition, likewise in boxes; and without stopping to unpack or distribute either; at dark, steamed away at a rapid rate, down the road towards Pilot Knob. The awkwardness of our fix now became quite apparent. Here we were, at night, on open cars, in a strange and hostile country, full of bushwhackers and raiders for aught we knew, and not a man of us armed. True, we had got the "tools" with us, but they were boxed up, in a forward car; and could not have been got out, unboxed and distributed, together with the ammunition, and the guns loaded, in the night time, until long after we might have been killed or captured.

It was an ugly situation and argued no great skill or forecast in the commander. I was never caught in that fix again, you may be sure. But we got through all right, and relieved the 1st Nebraska.

For the purposes of this letter, I should not be justified in troubling you with details of how I learned the business —how the regiment kept watch and guard at Pilot Knob, Ironton, and Arcadia—how it built "Fort Hovey"—how it was scattered up and down the Iron Mountain R. R. as road guards—how, one night, Jeff. Thompson fell upon Capt. Elliott, killing some of his men, and capturing others, including the Captain himself—how we got even with Jeff. at Fredricktown—how we bore the flag, received but the day before from the teachers of Chicago, at the head of the column—how delighted the boys were with the beautiful gift—how sickness came on and thinned our ranks before we were hardened to the rough usages of camp life, or had learned how to care for ourselves—how West Point, in the person of Col. Carlin, undertook to administer a lesson in "red tape," and pompously put me under arrest for respectfully protesting to Gen. Halleck, by letter, against being sent further into the enemies' country, under command of a man in whose ability at least a majority of his subordinates had no confidence—I had violated some rule of the "tape" or the "Point" in writing or sending such a letter —how my suggestion was received and honored at headquarters, and a competent man sent to take the command—how the said West Pointer was left out in the cold—how he returned my sword with compliments (crocodile)—how I was promoted to the command of a Brigade on the march to Arkansas—how Gen. Steele's command united with that of Gen. Curtis at Batesville, and under command of Curtis, proceeded down White River, via Duvall's Bluff, thence across the country to Helena, on the Mississippi—how, on said march, my brigade was assigned the advance, the place of honor, for a large part of the journey—how we cut and cleared away the timber and debris, which the rebels had felled across, and filled into, the road at advantageous points—how we rebuilt bridges, and at the same time kept up a constant skirmish with the rear guard and cavalry force of Hindman and Rust—how we did this and

yet kept well out of the way of the main column of our army—how Rust with his cavalry, backed by an infantry force, in all over seven thousand men, made a stand at Bayou Cache, near Cotton Plant, and fought our vanguard of four hundred men, belonging, in about equal parts, to the “Brain” regiment and the 11th Wisconsin, in command of Col. Harris—how this vanguard had clambered over the fallen timber, and across the Bayou, dragging along after them one small Mountain Howitzer of Col. Baker’s cavalry regiment, (Col. Baker is now Governor of Indiana)—how they had moved on about five miles, and far out of reach of support—how, under these circumstances, Rust pounced upon them with his whole force—how he wounded Col. Harris and threw the boys into confusion and forced a retreat in considerable disorder—how Capt. Potter with his company, the Normal boys, stood his ground, reseued the little Howitzer after it had fallen into the clutch of the foe, and held at bay the yelling “rangers” (Texas) until Lip-pineott and I, who happened by mere accident to be in the neighborhood, succeeded in rallying and reforming the men and came to his support—how we had no hope except in some ruse or strategy, as the rebels outnumbered us fifteen to one—how a corn-field was on one side of the lane or road, a woods on the other—how I caused the boys to lie down in the corn-field, and the men with the Howitzer to retreat up the lane upon the run as if in full flight—how the rebels fell into the trap and came on with a yell and at a gallop—how the boys emptied a hundred saddles in five minutes as the rebel rangers come along side the corn-field—how the “yellers” slackened, staggered, stopped, then retreated in wild confusion—how we pursued and made the most of their discomfiture and panic—how we deployed as skirmishers so as to give the appearance of greater numbers than we had, and also to get information of any flank movement should one be attempted—how we kept up the fight for four or five hours, and fairly whipped the whole seven thousand, and killed nearly half as many rebels as we had men engaged—how, after the rebel cavalry retreated from the lane, and we pursued and come up to the ground where Col. Harris was first attacked, a wounded soldier of his regiment, beckoned me to come to him, and asked who was running? I told him the rebels; a look of relief lit up his face, but he spoke not again, he was dying—how, late in the day, the body of the army got over the Bayou and came to our aid—how Rust fled and we pursued until night put an end to the chase—how I was made a Brigadier, and complimented with a separate command at Oldtown—how I got inveigled into the *odium* of Gen. Curtis’ cotton speculations, while he, if anybody, got the money—how I was a fool and deserved to suffer, on the principle enunciated by the First Napoleon, that a blunder is worse than a crime—how I was transferred to a larger brigade and the Normal boys passed finally from my command—how I went with Sherman to the siege of Vicksburg, and our transport fleet of a hundred vessels, escorted by Ad-

niral Porter’s gunboats, marched in grand procession down and round the long bends of the Mississippi, I shall not look upon the like again—how I commanded the brigade on the extreme left wing, next to Hayne’s (Snyder’s) Bluff, where were the heavy batteries—how the assault on the bluffs back of Vicksburg, *via* Chickesaw Bayon, failed—how a secret expedition was planned for the purpose of capturing the batteries at Snyder’s Bluff by a night assault, and picked Brigades were detailed for the purpose, of which mine was one—how, on the appointed night, there came so dense a fog that no man could see six feet from him, and the pilots could not navigate the steamers on which we were loaded. The next day the secret leaked out and got to the enemy, so the scheme had to be abandoned—how the troops reembarked on the transports, my brigade last, and dropped down to the mouth of the Yazoo—how McClemand met us here and relieved Sherman of the command, and led us to the seige of Arkansas Post—how I was placed in the advance, and, with no guide but the stars above, required to feel and pick my way through the woods and swamps in the rear of the town, around to the upper side of it, so as to cut off the retreat of the garrison, should it attempt to escape—how I reached the rebel camps, on the high ground, outside their fortifications, about 3 o’clock in the morning, and drove in their pickets—how I got around on the extreme right, near enough the river to bar any escape or retreat, of the rebel force, up the river towards Little Rock—how my men, after an eighteen hour march, without food, in mid-winter, rested on their arms in the “gray of the morning”—how they occupied the right wing during the fight and got inside the works as soon as any body; I have always thought sooner—how I was here twice wounded—how we went back to Vicksburgh under Grant—how we camped in swamps and dug ditches, (to many a poor fellow his last ditch,) by which it was hoped to open a water route past Vicksburgh, out of the range of her guns—how I was here detailed as president of the army Court Martial—how the waters rose, and finally drowned us out, and ruined the ditch—how we went cruising in every bayou and creek, and explored every suggested avenue which promised a possible way to get by or back of Vicksburgh—how the boys, meanwhile, amused themselves by fitting up coal and hay barges into sham gunboats, and floating them past the city, to draw the fire of the rebel batteries. It was fun to see the rebels pour the hot shot and shell into the old barges, but I believe they never succeeded in sinking one—how an iron-clad run by, and then one of Ellet’s ram fleet, and also, an ordinary transport barricaded with cotton, and afterwards Porter’s fleet and six or seven transports—how some outrode the storm of shot and shell, some sunk, and some were set on fire—and how, finally, I was brevetted a Major General “for gallant and meritorious conduct in battle, particularly at Arkansas Post,” on the recommendation

of Sherman, Steele and Blair, with the approval of Grant.

I could not sketch these events, a part of which I was, in any reasonable space, and shall not try.

And now, having complied, as best I could, with your request, grateful for the frank and flattering manner in which you saw fit to communicate it, and wishing you and the association, God speed,

I remain, as ever,

Your faithful friend,

CHIAS. E. HOVEY.

WASHINGTON, D. C., May, 1869.

#### PAPERS ON NATURAL SCIENCE.

By Graduating Class of 1869, State Normal University.

[Introductory note.]

At the meeting of the Board of Education of the State of Illinois, held in June, 1865, Dr. Henry Wing of Collinsville, Madison County, Illinois, then, and now, a highly honored member of said Board, represented to that body the importance of a more emphatic practical recognition in the State Normal University of the claims and value of Natural History, and Physical Science in general, and in order to give effect to his views he introduced the following resolution :

"Resolved, That every candidate for graduation in the Normal Department of the University shall be required to present to the Principal at some time—not less than two months prior to the contemplated graduation—a paper, discussing either the Geology, Botany or some other department of the Natural History of the district in which he or she resides."

After a full and very interesting discussion, the resolution was unanimously adopted by the Board, and it was expected that its requirements would be complied with by the Graduating Class of the succeeding year, 1866. Owing, however, to various hindrances, which seemed unavoidable, the plan was not carried into full effect till the present year. The Normal Graduating Class of 1869 has, therefore, the honor of being the first to comply, in letter and spirit, with the provisions of Dr. Wing's resolution, and of most worthily inaugurating a movement in the interest of Natural Science in the State Normal University, which is to be steadily pursued in the future, and from which the best results are anticipated.

At the meeting of the Board, held June 23d, 1869, President Edwards referred to the subject in his semi-annual report, and announced the gratifying fact that each member of the Graduating Class had prepared a thesis upon some topic embraced within the sphere contemplated in the resolution of the Board. He also laid upon the table the Papers themselves, for the inspection of the members of the Board. I give, below, a list, showing the names of the writers, the counties where they reside, and the subject of each thesis :

Miss Lizzie S. Alden, Peoria Co.; *The Osage Orange.*

Miss Melissa E. Benton, Lee Co.; *The Pines*, (with Illustrations.)

Miss Ella K. Briggs, Logan County; *Geraniums.*

Miss Lucretia C. Davis, Henry County; *The Linden*, (with Illustrations).

Miss Jane E. Pennell, Putnam County; *Water.*

Miss Maria L. Sykes, Henry County; *Oak Trees.*

Miss Helen M. Wadleigh, La Salle County; *Grasses.*

Mr. Benjamin C. Allensworth, Tazewell County; *Topography of McLean County.*

Mr. Alfred C. Cotton, Pike County; *Combustion of Coal.*

Mr. Charles H. Crandell, Putnam County; *The Common Locust*, (with Illustrations.)

Mr. Hugh R. Edwards, Wisconsin; *Arboriculture.*

Mr. Wm. R. Edwards, Wisconsin; *The Elm Tree.*

Mr. James W. Hays, Champaign County; *Frogs*, (with Illustrations.)

Mr. Charles Howard, La Salle County; *The Wild, or Black Cherry*, (with Illustrations.)

Mr. Isaac F. Kleckner, Stephenson County; *Ventilation.*

Mr. George G. Manning, Whiteside County; *Ventilation*, (with Illustrations.)

Mr. George W. Mason, McLean County; *Coal Veins of McLean County*, (with Illustrations.)

Mr. Charles W. Moore, McLean County; *Relative Strength of Different Kinds of Wood.*

Mr. Christopher D. Mowry, Kane County; *The Two Maples*, (with Illustrations.)

An examination of the papers so satisfied the Board of their merit, that, in order to note their appreciation of the labors of the class in this new and interesting field of inquiry, and, further, to extend the salutary influence of these essays and to incite the students of other institutions and schools to engage in like pursuits, the Board, on motion of Gen. Moore, without dissent, passed the following resolution :

*Resolved*, That the writers of the various theses on Natural Science, referred to in the report of President Edwards, be requested to furnish the Secretary with copies thereof, to be used by him, at his discretion, in furtherance of the interests of the University, and of the cause of scientific investigation and study.

In pursuance of the discretion conferred by the above resolution, I propose, if agreeable to the Editors, to publish a portion of the Papers in THE SCHOOLMASTER, beginning with that of Mr. J. W. Hays, of Champaign County. I regret that the Illustrations and drawings which accompany this Essay, cannot also be given—they are of unusual excellence.

Dr. Edwards, in his report already referred to, says of these theses: "They have, in every instance, been prepared from original investigations by the writer." And I am assured by Prof. Sewall, who had the immediate supervision of the work, that the authors labored with the greatest industry and enthusiasm, some of them expending a great deal of time and the most assiduous care upon their Papers.

As further showing the appreciation of the Board, I also copy the following, from the proceedings of the last meeting:

"Judge Green offered the following resolution, which the Board unanimously adopted:

*Resolved*, That the papers prepared by the members of the present Graduating Class, upon various topics of the Natural History of the respective localities where the writers reside, in compliance with the resolutions and recommendations of the Board heretofore expressed, are noted by the Board with especial satisfaction, evincing, as they do, much industry and investigation, and a most praiseworthy interest in the important and attractive study of Natural Science; and that several of the Papers are of such marked excellence as to be deemed worthy of publication; and further, that the Board will notice, with lively interest and pleasure, the continuance by future Graduating Classes of the work so well begun by the class of 1869."

I do not offer these essays for publication as great contributions to Science, but I do regard them as evincing much patient and well-directed effort, and in a very praiseworthy direction. It may well be doubted if the results of an equal amount of time and study in any other department of their entire course at Normal, will be more lastingly valuable to the youthful writers.

I have observed the commencement of this new sphere of practical inquiry in our Normal University the more fully, and with the more pleasure, because I regard it as an evidence that that noble institution is coming more and more into line with the demands and spirit of the living present, and into closer harmony with all the declared objects of its organization—one of which is, to awaken in the students a love of, and to instruct them in, "THE ELEMENTS OF THE NATURAL SCIENCES."

NEWTON BATEMAN,  
Secy. Board of Education State of Illinois.

#### Batrachia Ranidae.

##### DIVISION OF THE SUBJECT.

- I—Origin and application of terms.
- II—Effects of Metamorphosis.
- III—The Tadpole, its hatching, habitation and development.
- IV—The Frog, its diet, organs of taste, smell, sight and hearing.
- V—Organs and process of respiration.
- VI—Organs and process of inculcation.
- VII—The brain, data for determining rank.
- VIII—Development of the limbs.
- IX—The skin, voice and blood.
- X—Tenacity of life—enemies.

#### FROGS.

By James W. Hays, Champaign County.

A curious animal is always a curious study, and in such a study most minds find pleasure. How few are they who know much of the little spotted animal which idly sits and stares them in the face as they pass it, and which disturbs

their evening repose with its gloomy croaking. Men call it a *frog* and know it as such when presented to them, but five minutes afterwards, in all probability, they cannot minutely describe its color; cannot tell the class of animals to which it belongs, in fact, they recognize but a few of its many characteristics.

Would that my knowledge of frogs was sufficient to render me capable of writing a lucid description of their organism; but it is not, and I shall be content, if, in this essay, I succeed in clothing my random knowledge in appropriate language.

Frogs abound all over the earth, under the tropical skies of the equatorial regions and in the frozen plains of the northern and southern zones. But of all the continents, America is richest in the number of its genera, since five of the eight genera are peculiar to it. In one stage of their existence frogs live entirely in water and are unable to support life out of it. In another stage, air is necessary to their existence, hence they are classed among those animals known as *Amphibia* (Gr. *amphi*—on both sides, and *bios*—life). They are tailless amphibia, hence belong to the family *Anoura*, (Gr. *an*—without, and *oura* a tail). The term *anoura* includes frogs and kindred animals, hence to be more specific, they are called *Batrachia*, (Gr. *batrachos*—a frog). Scientific men have made the term *Batrachia* include frogs, toads and such animals, hence our subject is represented by the Latin word *rana*, which means a frog.

Frogs are closely allied to the reptile tribes, as is shown in many ways, among the most marked of which are their cold blood; their organs of respiration and hearing; their diet and manner of casting the cuticle. Most people, seemingly, have an unconquerable abhorrence for these animals. Why such should be the case has long been an unanswered query in my mind. With a closer acquaintance I believe this disgust would gradually wear away. It has been so in my case, why not in others?

The most striking trait in the life of a frog is its *metamorphosis*, that is, the change which it undergoes in almost all its bodily functions. Frogs are hatched from eggs which are generally deposited in grass in the neighborhood of some body of water. Heat and moisture are necessary to the hatching. Heat causes the proper concentration of the embryonic elements, and moisture serves to soften the coating of the egg. In this way the tadpole, which is afterwards transformed into the frog, is formed. When it has reached a proper development, and generally during a rain, it bursts its prison walls and comes forth to battle for its existence, among the many enemies which beset its pathway.

I have seen the statement that, under a sufficient temperature, the egg would hatch in from four to five days after its deposition. In such cases the head and tail appear the second day, and the gills, the third. Ordinarily the hatching requires a month, and under certain conditions

the egg will lie dormant a year or more without losing its vitality.

As the tadpole is unsupplied with any means of locomotion upon dry land, it must wait for a rain to wash it into the body of water near which it was hatched. It was a notion among the ancients, and I am not sure that all modern minds are free from the superstition, that tadpoles were rained. That this notion was erroneous, modern investigations have clearly shown. But we cannot wonder that such a belief should possess the ancients, and even the untutored of our own day, when we consider that these little animals are sometimes drawn to the clouds, and by them carried a few miles. This phenomenon, I have not the least doubt, gave rise to that belief.

When the tadpole reaches the water a rapid development commences. The caudal fin, so necessary to its motion through the water, soon makes its appearance. From this time on, till the tadpole has reached a considerable size, no marked difference in appearance presents itself. But now a decided change is manifested. Just under the skin the hind legs show their complete form. This is followed by the appearance of the front legs, and soon after a four-legged tadpole is seen, swimming through the water. The tail is now slowly absorbed from the tip towards the base; the gills begin to gradually lose their character, rudimentary lungs being formed to take their place; the tympanic cavity and its attendant bones are forming; the heart, from a simple vessel, begins to assume the complicated character in which it is found in man; the eye becomes more prominent, as does also the mouth; in fact, nearly every organ of the tadpole undergoes a complete change. When these various changes have been wrought the tadpole is said to be a *frog*, and an entirely new life opens before it. Let us briefly examine a few of the principal characteristics of that life.

A frog in the tadpole state is *herbivorous*, living entirely upon vegetable matter; but, after leaving this state, it becomes *carnivorous*, feeding exclusively upon animal matter. It preys upon insects; upon weaker members of its own tribe; upon snails, cray-fish and such shelled animals. In a word it preys upon all such animal matter as chance throws within its reach.

The *organs of taste* are imperfectly developed. In man taste results from the action of the *Gustatory* branch of the fifth pair (*tri-facial*) cranial nerves. The ramifications of this nerve in the tongue of the frog, are very minute, hence there is little danger of frogs ever becoming epicures. The principal function of the tongue is prehension. This member serves the same purpose for the frog that the hand serves for man. By it, the prey is brought into the mouth. Such being the purpose for which it is intended, we should naturally expect to find its construction adapted to this end, and such is true of it. It is long and flat, so long as, when not in use to be doubled upon itself. It is susceptible of rapid projection and retraction. It is aided in the

filling of its office, by a mucilaginous coating spread over the upper surface, thus causing the adhesion of the prey.

The sense of smell, I judge to be very imperfect. In man, smell results from the action of the *olfactory* nerve which ramifies upon the *Schneiderian* membrane that lines the *nasal fossae* and *meatuses*. In frogs, the *nasal fossae* open almost directly into the mouth, thus leaving a small space for the spreading of the *pituitary*, and consequently limiting the ramifications of the *olfactory* to an exceedingly small surface.

Sight is the most perfect sense in the possession of a frog. The eye is large, prominent and brilliant. The *Iris* is of a greenish yellow color, in some species bordered with a line of bright yellow. The *pupil*, in shape, very much resembles that of the cat. Being in a greatly exposed condition we should naturally infer that the eye is well protected. It is supplied with three lids, the upper of which is merely flesh and forms a kind of ridge, passing nearly half around the ball. The internal construction of the eye is the same as in man.

The sense of hearing is keen, though not nearly so acute as in man. Frogs possess no *external ear*, and no *semicircular canals*. In man, the external ear serves to collect the vibrating air, and throw it upon the *membrana tympani*, and he is thus enabled to determine the intensity of sound. In the ear of the frog the vibrating air strikes directly upon the *membrana tympani*, hence it cannot determine the intensity of sound so readily as man. The *semicircular canals* enable man to recognize the *quality* of sound; hence, as frogs do not possess these organs they cannot distinguish the quality of sound. Neither do these animals possess anything more than a rudimentary *cochlea*, hence they are limited in their recognition of pitch.

As the external ear is wanting the *membrana tympani*, (covering of the ear, or, as it is sometimes called, the head of the drum), is necessarily exposed. It is on a level with the skin, but can be readily distinguished from it. It very much resembles a sear; is situated just back of and a little above the angle of the jaw, and is nearly circular in shape. The *tympanum* is supplied with bones, similar to those found in the *tympanum* of man. It is connected with the mouth by a *Eustachian* tube, and with the brain by an *auditory* nerve.

As previously stated, the tadpole breathes by means of gills which disappear in the metamorphosis, lungs being formed to act in their stead. The blood is aerated in the gills of the tadpole, and in the lungs of the frog. Air is drawn through the nostrils into the mouth, and then swallowed. From the *oesophagus* it passes to the lungs, and there acts as in man, the oxygen being sent to various parts of the organism, there uniting with the tissue and thus causing oxidation, and the keeping of the body in a healthy condition. The *carbonic acid* brought to the lungs acts as a stimulus upon them, thus causing their contractions, and the consequent exhalation of the acid from the

body. The elastic property of the lung cells causes them to regain their globular form, and thus be ready for a new supply of carbonic acid. Without continuing this description, the process of respiration is as in man.

Digestion in frogs is very similar to digestion in man. There is this difference, however, frogs do not masticate their food. They are supplied with a row of teeth in the upper lip, but the function of these is to aid in bringing the food into the mouth. Deglutition carries the food through the *oesophagus* into the stomach, where it is chymified. A dissection of this organ shows its construction to be the same as the construction of man's stomach. Therefore it is composed of three coats;—an outer, or *serous*, serving to keep the organ in its proper place; a *middle* or *muscular*, serving to vary its size, and an *inner* or *mucous*, whose product is the *gastric juice*, without which chymification would be impossible.

The *serous* coat is well marked and can be easily separated from the others. The *muscular* can be readily distinguished from the others. The *longitudinal* and *circular* fibres are not hard to trace. The *mucous* coat is not so well marked as either of the others, and can only be separated from the muscular with difficulty. I also found in this stomach a snail and the remains of a half-grown crayfish. How the frog digests such food I am unable to tell; can only conjecture. Knowing that the shells of these animals are principally composed of *carbonate* of lime, and that this, if exposed to air for any considerable time, will dissolve, I have formed the following hypothesis, viz.: that the digestion of frogs is slow, and that they dispose of such food only by having a large amount of time in which to do it.

From the stomach the chyme, into which the food has been converted, passes through the *pyloric orifice* into the *duodenum*. While in the small intestines the chyme comes under the action of the *pancreas*, which are well marked, and whose duty is to change the chyme into chyle. The chyle is absorbed by the *lacteals* (milk vessels) and by them carried to the *thoracic duct*. Through this duct, under the influence of the *Venturian principle*, the chyle is drawn into the *vena cava*, a vein opening into the right auricle of the heart.

As before stated, the heart of the tadpole is a single vessel, but in the frog it has nearly the same construction as in man. It has two auricles and one ventricle. The two auricles have no communication with each other, but both open into the ventricle. The heart seems to be a grand reservoir into which the blood is received from and sent to all parts of the system. The venous blood (chyle) is forced into the right auricle, upon whose walls it acts as a stimulus, causing them to contract, and force it into the ventricle. The oxygenated blood (venous blood after it is aerated) is forced into the left auricle, and there acting as a stimulus, is forced into the ventricle; hence in the latter cavity the venous and oxygenated blood are mingled.

From the ventricle are arteries passing to the lungs and different parts of the organism. The *pulmonary* artery is the avenue through which the blood is forced to the lungs, and the *aorta* (an artery possessing the qualities of an elastic tube) is the avenue of distribution. As these arteries lead from the same cavity it is easy to see that the blood is not all aerated; indeed, the portion which is aerated is very small, when compared with the amount distributed without being oxygenated. This partial aeration accounts for frogs' cold blood, which is hereafter considered.

When the blood has made its contribution to the physical structure it is gathered up by the veins and returned to the right auricle. Thus is the circulation completed. I have not mentioned all the organs of circulation, but those not mentioned, the liver, spleen, etc., are well developed.

The brain of the frog is very insignificant. The cavity containing it is not larger than a common sized pea. I believe that one way of determining the rank of an animal consists in comparing the weight of the brain with the weight of the body. The weight of the frog dissected was 1150 grains. My instruments were not sufficiently exact to weigh the brain, but I judged it could not exceed half a grain. Another way of determining rank consists in comparing spawn. A codfish will deposit twelve thousand eggs annually, a frog one thousand. As the fewer the spawn the higher the animal, so frogs rank higher than fish. How much I am unable to say.

Let us now turn from the interior construction of the frog to the development of its limbs. A glance convinces us that these correspond to the limbs of man. The front legs take the place of the upper extremities, and the hind legs correspond to the lower extremities. The shoulder joint has not so free an articulation as in man. This is not owing to the bones but to the binding ligaments. Frogs have no necessity for a very free motion of this joint, hence it is not given them. The second joint of the fore leg, corresponding to the elbow, is a hinge joint as in man. The carpal and metacarpal bones are clearly defined, but lack the free motion found in the wrist and hand of man. In looking at these bones when in their proper relations, the idea that here is a human hand merely blocked out and not finished in any particular, suggested itself.

The thigh joint is a perfect ball and socket joint, but its motion is more of the hinge character. Frogs have no need for all the varieties of motion imparted by a socket joint. The binding ligaments are very firm and strong. The knee is unsupplied with any patella. The shin bone is single being formed by the union of the *Tibia* and *Fibula*. The joints of the *tarsal* and *metatarsal* bones have not a free articulation. This is especially true of the extreme joints. The metatarsal combination suggests the idea of a human foot very imperfectly formed. In truth the whole structure of the frog reminds one of the human frame. The hind feet are webbed, the web extending nearly to the end of the toes.

The muscles of the hind extremities are well developed, since it is through their agency that the frog performs most of its migrations, both upon land and in water. The front legs seem to be mere supports for keeping the body above the earth. True they are of some use in walking, but the frog seldom travels in this way, since it is slow and painful. It is the ham of the frog which is so highly prized as food by the epicures of southern Europe. Some physicians claim that this flesh is as much superior to chicken as chicken is superior to veal. I have heard many testify to its excellence, but could never overcome my prejudice sufficiently to try it.

The color of frogs is as various as the tribes. The *Rana fontinalis*, a member of which family I examined somewhat closely, is darkish green upon the dorsal surface, interspersed with black spots, mostly oval in shape. These spots really occupy more space than the green. Smaller spots, in great numbers, are found upon the extremities. I could detect no difference in the tissue forming these colors. Underneath the color is white and very clear under the throat it is yellowish. The skin is smooth upon the dorsal and under surfaces, and slightly granulated upon the sides. Along each side from the tympanum to the hip, can be traced a distinct cuticular fold. The skin always presents a glossy appearance, owing to some peculiar secretion which the animal makes. The cuticle is shed frequently. In shedding, it splits along the back, becomes loosened and finally is thrown from the body by its distortions.

Frogs possess a peculiar voice. There are no sounds in our language which can be taken as a fair representation of it. It is monotonous and grating, and is generally heard just previous to a rain and in the evenings of warm rainy days. It possesses a ventriloquism to equal which has baffled the efforts of our most eminent ventriloquists.

The blood of frogs is cold. "The principal characteristics of reptiles in general, is this, that only a portion of their blood is transmitted through the lungs, the remainder being projected by the heart, directly to all parts of the system, without being specially subjected to the influence of the respiratory organs; whereas in the higher animals, such as man and the rest of mammalia and birds, the whole of the blood must pass by the lungs, before it is distributed to the more distant parts of the circulating system. The respiration of animals, or the process by which the blood is oxygenated becomes weaker and less frequent in proportion to the diminution which takes place in the quantity of blood transmitted to the lungs, compared with that which passes directly from the heart, and as it is respiration which warms the blood, and produces in the fibres their susceptibility of nervous irritation, it follows, as observed by Cuvier, that the blood of reptiles is cold and their muscular strength much less than that of birds and of quadrupeds."

The tenacity of life in frogs is very strong. They will

survive the most serious wounds, wounds one would think fatal. In my experiments I struck one, and thought I had broken its back; but, as it exhibited signs of life, I placed it in a pan of soft water, kept it three days and nights without any thing to eat, and on the fourth day, gave it its freedom, when away it jumped seemingly almost as easy as before it was wounded. Although frogs breathe by means of lungs, they can sustain life without the action of these organs. They do so by absorbing air through the skin. They can live almost, if not entirely, as long without lungs, as they can with them and the communication between the air and skin destroyed. This can be readily tested by spreading a coat of oil over the skin.

Before closing, I cannot forbear to mention a few of the many enemies against which a frog has to contend in order to maintain life. Enemies beset it from every side and every stage of its existence. But few tadpoles live to become frogs, and still fewer survive their first summer. They form food for many classes of animals, among which are serpents, birds of prey, inferior quadrupeds and even man. They are enemies of their own race, feeding upon weaker members remorselessly. If a frog succeeds in baffling its many enemies it may attain a great age.

#### PROFESSIONAL COURTESY AMONG TEACHERS.

All public instructors owe to each other a certain kind of courtesy; and this they may manifest in various ways. Some of the methods by which this may be done are the following:

1. By visiting each other's schools, teachers will render mutual encouragement. All teachers are constant learners, and they will gather from things, new and old, some additional stock to their capital of knowledge and wisdom.

2. Teachers may aid each other much by conferring together as to the pursuit in which they are engaged. It is the life of the instructor's vocation to be interested in all educational enterprises, and in a proper manner to give others the benefit of his experience.

3. Institutes and teachers' meetings afford valuable opportunities for mutual improvement and courtesies. They are the best agencies in raising the standard of teaching and awakening and enlisting public interest in the work of education. Teachers of the right stamp cannot keep aloof from them.

4. Teachers may, with some advantage, have social entertainments of an informal character, even when only two or three meet in the name of their honorable vocation. Educational books and journals especially, should claim their attention. Without doubt, many of the best original ideas and thoughts are often lost by not being communicated to those who might make good use of them.—

*Exchange.*

## The Schoolmaster.

DECEMBER, 1869.

**ALBERT STETSON**, Normal, Ill., } Editors.  
**JOHN HULL**, Bloomington, Ill., }

Publication Office, - - - Bloomington, Ill.  
**JOHN HULL**, Publisher.

Correspondents will address the Publisher as above.

PANTOGRAPH COMPANY, PRINTERS, BLOOMINGTON.

### THE SCHOOLMASTER FOR 1870.

The Third Volume of THE SCHOOLMASTER will begin with the Number for January. Each issue will have 32 pages of the size and form of the *Atlantic Monthly*.

#### THE PUBLISHER.

#### NORMAL SCHOOL.

The Winter Term of the Normal University will commence on the 3d of January, instead of the 27th of December, as heretofore announced. This change is necessary in order to enable the members of the Faculty to attend the State Teachers' Association.

RICHARD EDWARDS, Pres't. S. N. U.

NORMAL, ILL., December 4, 1869.

J. HULL, *Editor of the Schoolmaster*:

From absence, and other causes, my attention has but just been directed to your November Number, in which I find our mutual friend, Gen. Hovey, makes some remarks touching Judge Davis's subscription to the Normal University, as I think not only uncalled for, but, when all the facts are considered, unwarranted. As your paper for this month is now going to press, I am reluctantly compelled to postpone a notice of the article in question till your next issue.

JESSE W. FELL.

#### OFFICERS OF THE PHILADELPHIAN SOCIETY.

Chosen December 4, 1869.

President, Alice Emmons; Vice President, Nellie Gashua; Secretary, T. A. H. Norman; Assistant Secretary, Lizzie Stanley; Treasurer, J. P. Yoder; Assistant Treasurer, Lottie Blake; Librarian, Emma Howard; Assistant Librarian, Scott Garver; Chorister, Mary Hawley.

THE PEORIA REVIEW.—We are glad to receive in exchange this new candidate for public favor. It is certainly one of the handsomest and best conducted journals in this state.

Its proprietors, Messrs. Shelton & Baldwin, understand how to make a wide-awake and vivacious sheet, and deserve the fullest success. Mr. Baldwin (formerly of the Normal University) is by far the best local Editor with whose writings we are familiar.

#### STATE TEACHERS' ASSOCIATION.

The attention of our readers is invited to a communication in another column concerning the approaching meeting of the Illinois State Teachers' Association.

The teachers of Illinois cannot be urged too earnestly to attend this gathering.

Whatever criticism may justly lie against the exercises of this body at any past meeting, as being sometimes "stale, flat and unprofitable," it is unquestionably the best representative of the educators of Illinois, and its annual meetings will not be increased in interest by absence or indifference on the part of the friends of education.

The Programme for the December meeting is unusually attractive, and we trust will be carried out to the letter.

Three hundred and sixty applications were made for admission to Cornell University at the beginning of the current school year. Some three hundred and twenty were admitted. The membership is between five and six hundred. Additions were made to the Faculty, to meet the increased demand for instruction.

Seventy-three years ago the town of Franklin, Conn., "voted to hire a man to instruct the school for four months, at \$8 a month, finding his own board, to keep six days in a week, and twenty-six days for a month, and that no partiality be used on the part of the master."

#### NORMAL REGISTER.

[*Graduates and all former students are requested to furnish facts for this Register.*]

Eight Normal pupils were elected County Superintendent of Schools at the November election.

The Graduates are O. F. McKim, Macon County; I. F. Kleckner, Stephenson County; John Hull, McLean County. The undergraduates are L. T. Regan, Logan County; J. N. Dewell, Pike County; C. A. Tatman, Piatt County; W. H. Durham, Boone County; H. C. Cox, Wapello County, Iowa.

The people of Marengo have cause to congratulate themselves on their new school-house, which was finished for the occupancy of the Fall term of school. The Marengo *Republican* speaks in terms of praise of the work done by Mr. and Mrs. Bogardus, graduates of '68. Seven teachers are employed.

Tiskilwa has a \$35,000 school-house. W. H. Brydges is principal.

Harrison Clark, principal, Chemung, McHenry County. Salary \$50 a month.

In the language of Edward Everett, "from the humblest village school there may go forth from the teacher's care, the pupil, who, like Newton, shall bind his temple with Orion's belt—with Herschel, light up his cell with the beams of before undiscovered planets; with Franklin, grasp the lightning." It is a glorious work to train immortal minds, to kindle a light that shall shine on when the world is lost in ruin, and the sun and stars have ceased to be—to do a work that is not ephemeral and destined soon to perish; but a work in which every principle of truth, every seed of virtue that has been implanted in the soul shall continue to germinate and bear precious fruit so long as that soul itself shall exist.—*Exchange.*

Life, according to an Arabic proverb, is composed of two parts: that which is past—a dream—and that which is to come—a wish.

#### BOOKS, MAGAZINES, ETC.

*Walton's Illustrative Practical Arithmetic.* Boston: Brewer & Tileston, Publishers.

This book is the third in Walton's *Normal Series*, and in some respects is the best of all his books, excellent as are the others. Perhaps no better indication of the character of this work can be given than the Author's Summary of General Principles.

1. The subjects taught are presented in their natural order.
2. Ideas are excited by familiar illustrations, in which reference is always had to the objects themselves.
3. The unknown is taught through the known.
4. Each synthetic statement follows from a previous analysis.
5. The language is an exact expression of the ideas excited by the illustrations.
6. Usually but one process is taught for a particular operation, and that is the most practical.
7. Matter and methods which have become obsolete or useless to the general student are rejected.
8. Such new matter and such new methods as are demanded by the circumstances of the present time are introduced.
9. Complete and thorough reviews both of principles and processes are kept up throughout.

A careful examination of this book gives indubitable evidence of its superiority. Especially do we rejoice that

"All superfluous branches  
Are lopped away, that bearing boughs may live."

*The Ruler and Pencil-Case Slate.*—Invented by W. J. Rhees, Chief Clerk of Smithsonian Institution, Washington. The distinguishing feature of this slate is the ruler with a scale of inches, etc., which slides in a groove on the side of the slate frame, the pencil case being a shorter and deeper groove covered by the sliding ruler. These additions to the slate do not add to its size or weight, and, it is claimed, but little to its cost. The value of these improvements is easily seen.

*Kerl's Composition and Rhetoric.* New York: Ivison, Phinney, Blakeman & Company, Publishers.

We are pleased with the appearance of this new candidate for public favor. The Author has clearly recognized the demand for a *practical* work on the theory and art—especially the art—of Composition. When teachers shall manifest the same zeal and enthusiasm in teaching the art of expression that they now show in teaching other branches, our pupils will find composition-writing neither more irksome nor more difficult than they now find their lessons in their other studies. That Pupils will derive much pleasure or profit from monthly or semi-monthly exercises in writing essays, no sensible teacher can have any reason to expect. How these exercises may be made a decided profit and pleasure, Kerl has attempted to show. We think he has succeeded.

*Our Family Physician.* Chicago: J. S. Goodman & Co., Publishers. This book of 544 closely printed pages, is sold at the low price of \$2.50. It gives the Allopathic, Homœopathic, Hydropathic, Eclectic and Herbal methods of treatment of disease. The remedies seem to be the same as those usually prescribed by physicians.

Books like this, if intelligently used, would be valuable in many instances in saving not only physicians' bills, but also suffering, and it may be life itself.

#### HINTS TO WRITERS AND SPEAKERS.

William Cullen Bryant gave the following excellent advice to a young man who offered him an article for the *Evening Post*:

My young friend, I observe that you have used several French expressions in your article. I think if you will study the English language, that you will find it capable of expressing all the ideas you may have.

I have always found it so, and in all that I have written, I do not recall an instance where I was tempted to use a foreign word, but that on searching, I found a better one in my own language.

Be simple, unaffected; be honest in your speaking and writing. Never use a long word when a short one will do. Call a spade a spade, not a well-known, oblong instrument of manual industry; let a home be a home, not a residence; a place a place, not a locality; and so of the rest. Where a short word will do, you lose by using a long one. You lose in clearness; you lose in honest expression of your meaning, and in the estimation of all men who are competent to judge, you lose in reputation for ability.

The only true way to shine, even in this false world, is to be modest and unassuming. Falsehood may be a very thick crust, but in the course of time, will find a place to break through. Elegance of language may not be in the power of all of us, but simplicity and straight-forwardness are.

Write much as you would speak; speak as you think. If with your inferior, speak no coarser than usual; if with your superior, speak no finer. Be what you say, and within the rules of prudence. No one ever was a gainer by singularity of words or in pronunciation. The truly wise man will so speak that no one will observe how he speaks. A man may show a great knowledge of chemistry by carrying about bladders of strange gases to breathe, but he will enjoy better health, and find more time for business, who lives on common air.

Sydney Smith once remarked: After you have written an article, take your pen and strike out half of the words, and you will be surprised to see how much stronger it is.

#### ILLINOIS STATE TEACHERS' ASSOCIATION.

The Sixteenth Annual Meeting of the Illinois State Teachers' Association will be held at Ottawa, on the 28th, 29th, and 30th days of December. At the last meeting it was voted by the Association to hold the coming meeting at Cairo, but the Executive Committee, for various reasons, were obliged to make a change of place, and decided upon Ottawa.

The prospects now are, that the meeting will be a large and interesting one. The committee have certainly succeeded admirably in making up a Programme. The subjects to be discussed are such as all teachers and friends of education are interested in. And among the lecturers are some of the most prominent educators of our country. Men who have devoted their lives to the cause of education.

The citizens of Ottawa will entertain the ladies in attendance, and all gentlemen who do not desire to stop at hotels, free of charge, in private families.

The committee assure us that the Railroads of the State will return all in attendance at reduced rates.

The following is a synopsis of the Programme of Exercises:

TUESDAY 28th, 10 o'clock.—*President's Address*, Geo. Howland, Chicago; *Amendments of the School Law*, Hon. Newton Bateman, State Superintendent of Public Instruction; *Importance of History to American Citizens, and Methods of study*, Rev. T. M. Post, St. Louis.

WEDNESDAY 29th.—*Course of Study, Primary Schools*, S. H. White, Peoria; *Methods of Teaching Primary Reading, with Practical Lesson*, Miss Lucia Kingsley, Normal; *School Discipline*, Mrs. E. F. Young, Chicago; *Animal Lesson*, Miss R. E. Wallace, Aurora; *Philosophy of Primary Teaching*, Miss A. G. Paddock, Englewood; *Course of Study for Intermediate Schools*, J. H. Blodgett, Rockford; *Thoroughness of Preparation in the Lower Grades of Study*, Miss Lizzie A. Pratt, Bloomington; *To what extent should a pupil have a choice of studies in the High School*, J. B. Roberts, Galesburg; *Elementary Geography*, E. C. Hewett, Normal; *The Elements of English Grammar and Methods of Teaching*, W. B. Powell, Peru; *Course of Study for High School*, W. M. Baker, Champaign; *Incentives to Study—Uses and Abuses of the Record System*, H. L. Boltwood, Princeton; Report of Special Committee

*On Length of School Sessions*, Dr. J. M. Gregory; *Compensation of Lady Teachers*, Miss Eliza J. Read, Aurora; *The Classics in our Schools—their Importance, etc.*, Dr. J. P. Gulliver, Prest. Knox College, Galesburg.

THURSDAY 30th.—*What should be done with a Class of boys under 15 years of age, who are corrupt and criminal in their practices? Should they be expelled from the Public Schools?* Rev. Fred C. Wines, Springfield; to be followed by a general discussion, and the Committee desire that all should be prepared to give facts, as it is a subject of great interest at the present time. *The Education needed by the American People*, Prest. Edwards, Normal; *The aim of the True Scholar*, Dr. Joseph Haven, Chicago.

Prof. Geo. F. Root of Chicago, will conduct the exercises in Music.

We are assured that every exertion will be made to make the meeting both profitable and successful; and it is hoped that the teachers and active friends of education will endeavor to attend. These annual gatherings are of vast importance, not only to the teachers, but to all, and those who attend them for the purpose of learning go away greatly benefited.

TO CAIRO AND DUBUQUE.—The Illinois Central and St. Louis and Vandalia Railroads are now running express trains from St. Louis to Cairo and to Dubuque without change of cars. Elegant sleeping cars will be run on the night trains so that passengers can leave St. Louis and go through to these points as comfortably as they now can go to Chicago by the new through line. Passengers for Memphis, New Orleans, Mobile and all points in the South will be taken to Cairo without change of cars and at once go aboard the new transit steamer "Dan Able," (where an elegant breakfast will await them) and be landed at Columbus, Ky., so as to make immediate connection with the trains of the Mobile and Ohio railroad without delay for all points South. Passengers for Decatur, Bloomington, Normal, El Paso, Peoria, La Salle, Mendota, Dixon, Freeport, Dubuque and all points on the Ill. Central railroad and for all points in Northern Iowa will take the through Dubuque trains and be carried to destination without delay or change of cars. These trains are the only ones that passengers for the North or for Cairo can take and be carried through without delay or without change of cars.

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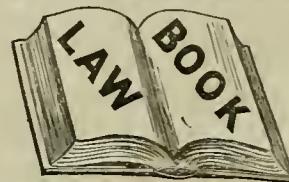
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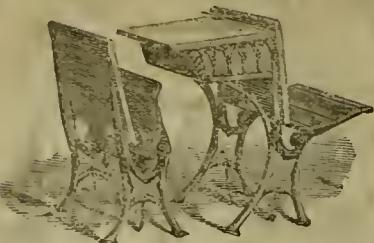
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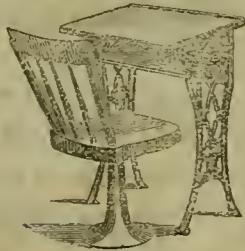
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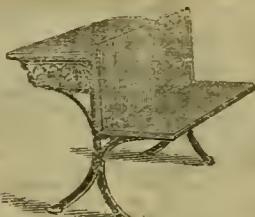
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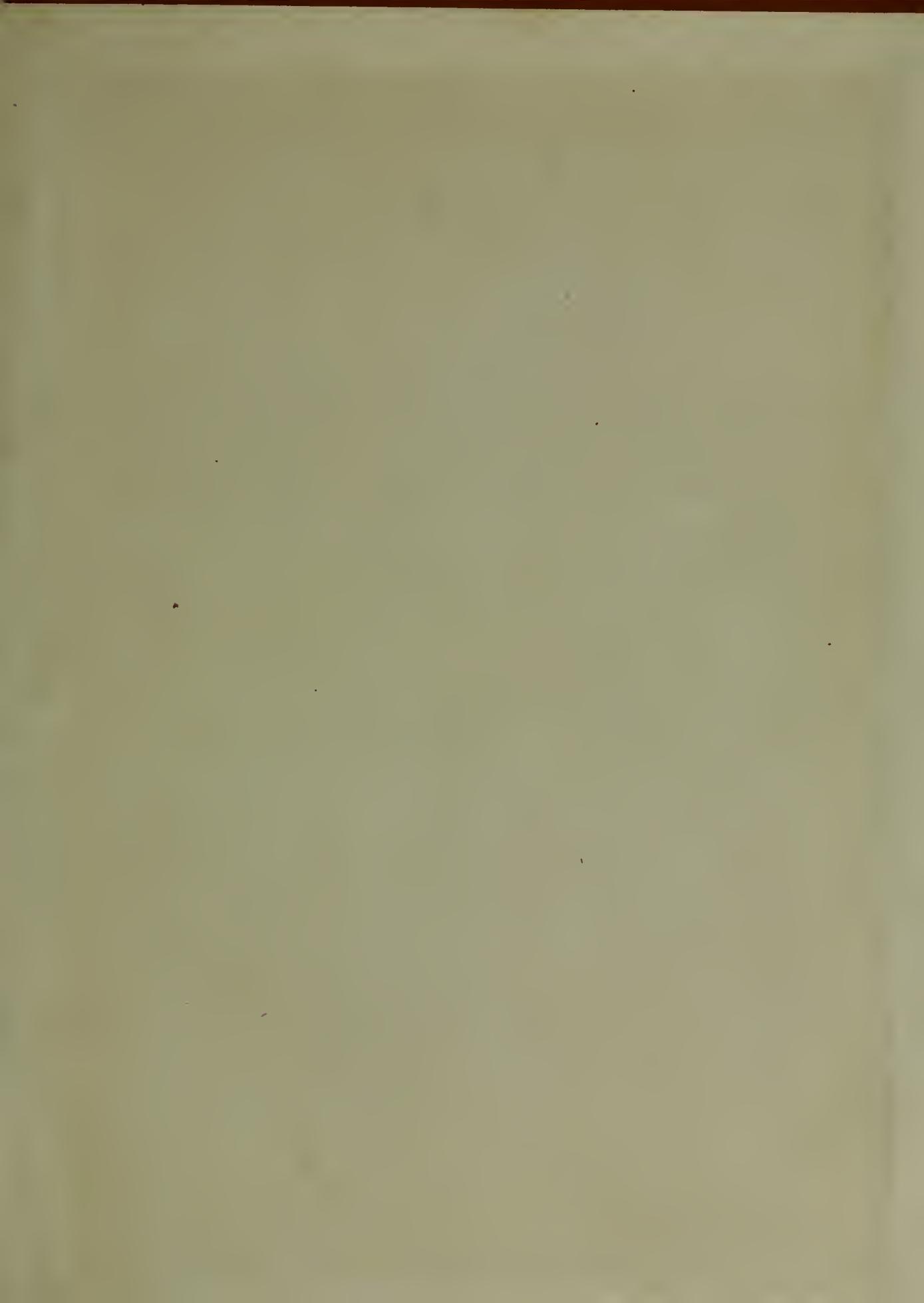
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